



## Unit 6

Activity Book

Grade 5

### The Reformation

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# **The Reformation**

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## **Activity Book**

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# Unit 6

# **The Reformation**

## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 6 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



## Excerpt from “The Power of the Church”

### Chapter 5

# The Power of the Church

#### THE BIG QUESTION

What practices in the Middle Ages show the influence and power of the Church?

*It is 6:00 a.m. The church bells are ringing to welcome the day and to **summon** you to church. The early morning sunlight illuminates the stained-glass windows. Sometimes, at daybreak, you attend a church service before starting work. You pray often and your life is **anchored** to the Church.*

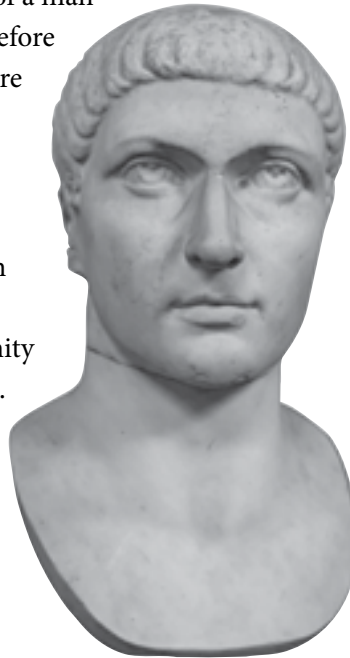


Stained-glass windows in La Sainte-Chapelle in Paris, France, built in the 1200s

It may be impossible for us to understand just how important the Christian Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Church did, too. The power of the Church had grown gradually over a long period of time.

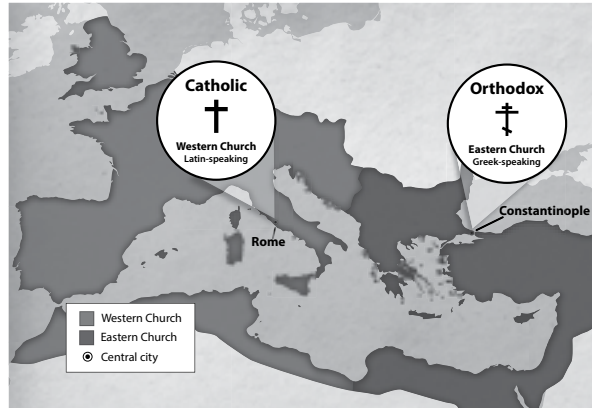
Christianity is based on the teachings of a man named Jesus who lived hundreds of years before the Middle Ages began. Jesus's followers were known as Christians.

In the first three hundred years after Jesus's life, Christianity grew slowly. In fact, in the early years of the ancient Roman civilization, Romans were not permitted to practice the Christian faith. Later, Christianity was tolerated as one religion among several. Eventually, it became the official religion of the Roman Empire. Christianity spread throughout the Empire. As it spread, the power and influence of the Church in Rome grew. The pope was the leader of the western Church.



Under the Roman emperor Constantine the Great, Christianity was accepted as one of several religions in the Roman Empire.

As time went on, during the Middle Ages, conflicts developed between the eastern followers of the Church, who spoke Greek, and the western followers, who spoke Latin. Finally, in 1054 CE, the two sides split over differing beliefs. The eastern Church was called Orthodox. Members of the Orthodox Church thought their beliefs were orthodox, or correct. The western Church, based in Rome, was called Catholic. Members of the Catholic Church thought their beliefs were catholic, or universal.



The Christian Church split apart

The two Christian Churches that emerged during the Middle Ages still exist today.

In western Europe, almost every village and town had a church. Most people attended church on Sunday.

In addition, certain days were considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of **fasting**. Christmas, an important Christian holiday, was a time of feasting, or celebration. The forty days before Easter, another Christian holiday, were a time of fasting called Lent.

Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, **rose windows**, and **spires**. Sometimes it took hundreds of years to complete a great medieval cathedral.



Chartres Cathedral

Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed or buried, or where miracles were believed

to have happened. Most Christians hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.



Medieval pilgrims

Monks were men who chose to live apart from society and to **devote** their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monks were often the most educated people in Europe, especially in the early part of the Middle Ages. A monastery was a building, or collection



Sénanque Abbey in Provence, France, was founded in 1148 CE.

of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection.

Women also joined the Church. Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries. Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills.

As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings.



A painting from the 1400s shows nuns kneeling in prayer.

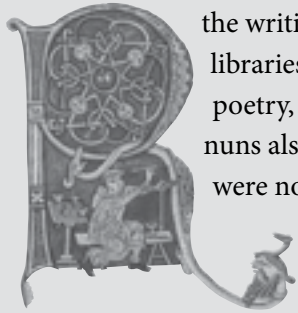


Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe.

However, there was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

## Precious Books



Illuminated manuscripts were works of art.

During the Middle Ages, monks and nuns studied the writings of ancient Greeks and Romans. Their libraries contained books about religion, science, poetry, mathematics, and history. Monks and nuns also copied ancient writings by hand. There were no machines or printers that made books.

By copying these texts, monks and nuns helped to preserve, or save, ancient knowledge that would otherwise have been lost.

In the late Middle Ages, the higher social classes who could read, and even write, owned their own prayer books, such as the *Books of Hours*. These prayer books were read at different times of the day. In addition to prayers, the books included biblical texts, calendars, hymns, and painted pictures.

Many of the books produced by monks and nuns contained **exquisite** art and design features. After the Middle Ages, as a result of Johannes Gutenberg's invention of the printing press around 1450 CE, more affordable books were produced. These printed books began to replace the beautiful handmade books and made these original manuscripts even more rare.



Page from *Book of Hours* created in the early 1400s for John, Duke of Berry (France)

NAME: \_\_\_\_\_

1.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for “The Power of the Printed Word”

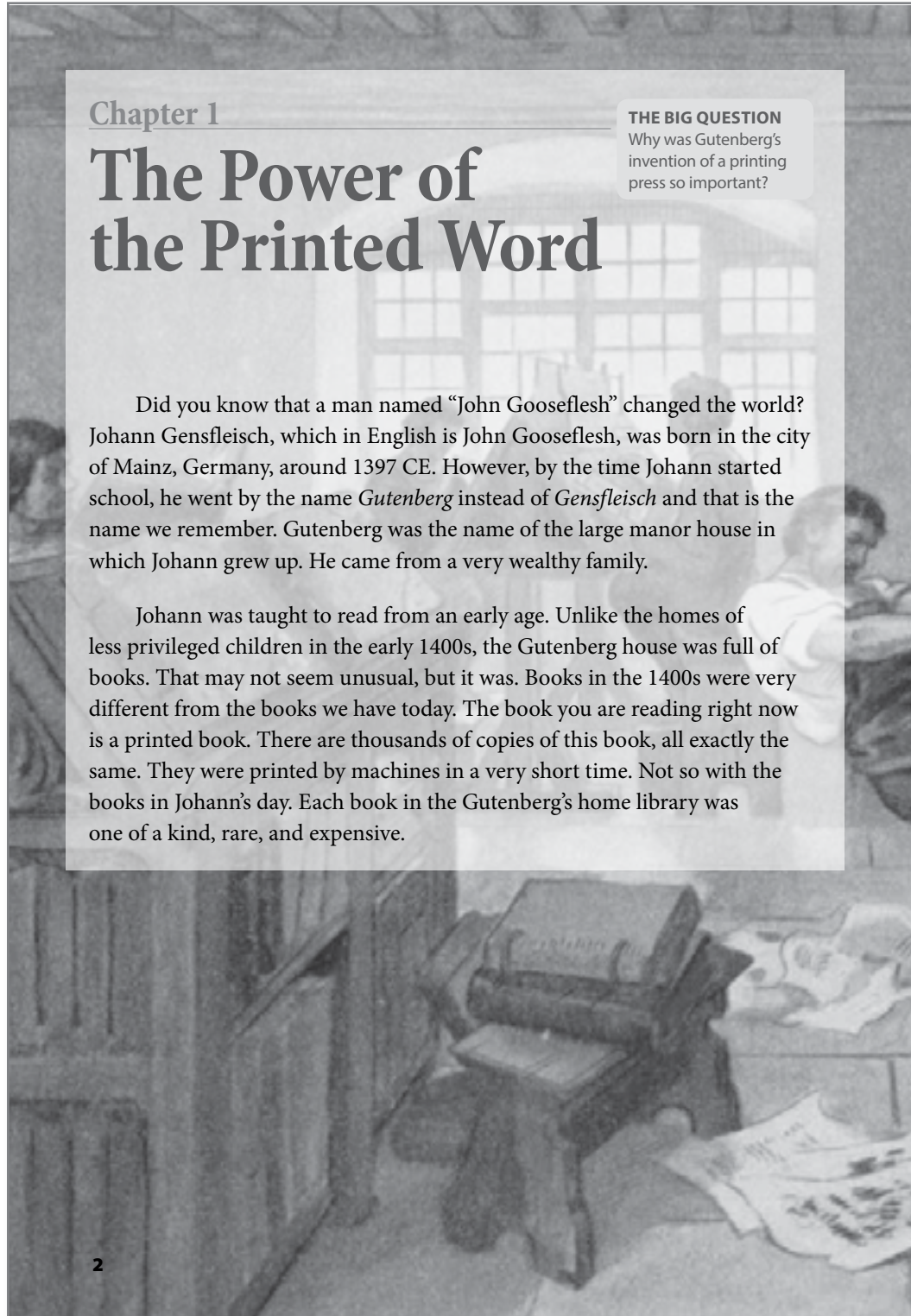
1. **secular**, *adj.* not connected to religion (4)
2. **parchment**, *n.* material made from animal skin and used as a writing surface (4)
3. **bind**, *v.* to fasten two or more things together (4)
4. **clergy**, *n.* people who are religious leaders and who perform religious ceremonies (4)
5. **revolutionize**, *v.* to completely change something (**revolutionized**) (10)
6. **doctrine**, *n.* a belief or set of beliefs held by a group of people (10)

| Word(s)            | CK Code                  | Page Number |
|--------------------|--------------------------|-------------|
| Johann Gensfleisch | /yoe*hon/ /genz*fliesh/  | 2           |
| Johann Gutenberg   | /yoe*hon/ /goo*ten*berg/ | 2           |
| Mainz              | /mienz/                  | 2           |



## Excerpt from “The Power of the Printed Word”

*Read the excerpt and complete the activity that follows.*



**Chapter 1**

# The Power of the Printed Word

**THE BIG QUESTION**  
Why was Gutenberg's invention of a printing press so important?

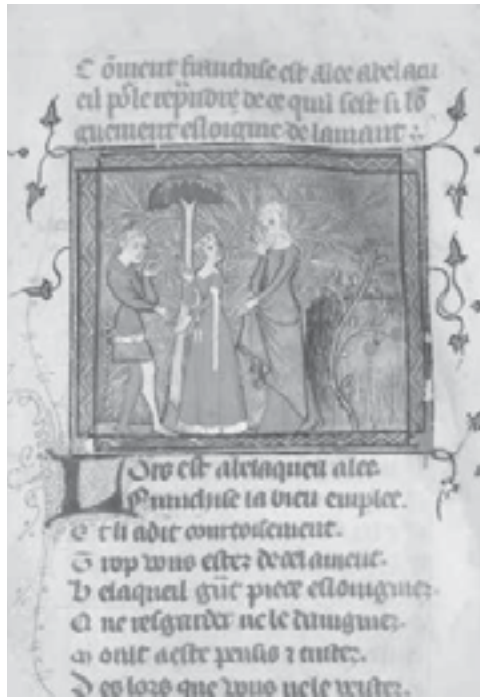
Did you know that a man named “John Gooseflesh” changed the world? Johann Gensfleisch, which in English is John Gooseflesh, was born in the city of Mainz, Germany, around 1397 CE. However, by the time Johann started school, he went by the name *Gutenberg* instead of *Gensfleisch* and that is the name we remember. Gutenberg was the name of the large manor house in which Johann grew up. He came from a very wealthy family.

Johann was taught to read from an early age. Unlike the homes of less privileged children in the early 1400s, the Gutenberg house was full of books. That may not seem unusual, but it was. Books in the 1400s were very different from the books we have today. The book you are reading right now is a printed book. There are thousands of copies of this book, all exactly the same. They were printed by machines in a very short time. Not so with the books in Johann's day. Each book in the Gutenberg's home library was one of a kind, rare, and expensive.

2

## Books in the Middle Ages

Throughout the Middle Ages, books were made by hand. Much of the writing was done by monks working in monasteries, although the craft of making books also took place in some universities and **secular** schools. Primarily existing books such as the Bible and great works authored by ancient Greek and Roman scholars were copied. The monks painstakingly copied the text with pen and ink on thin sheets of **parchment**.



Flemish illuminated manuscript, 1365 CE

It typically took monks many weeks or months to complete the pages of an entire book. The highest quality books were illustrated. This task was accomplished by a skilled artist called an illuminator. An illuminator decorated the pages with colorful, ornate designs and small pictures. Bits of gold, pounded very thin, were applied to the pages of the most expensive books to make the text and illustrations shine.

When the manuscript was finished, the final step was to

**bind** the pages into a book. This was done by sewing them together along one side and then sandwiching them between wooden boards covered with cloth or leather.

An enormous amount of time and effort went into creating each book. Only the wealthiest members of society, scholars, and Church **clergy** could afford to own such treasures. Throughout the Middle Ages, of course, these were typically the only people who were able to read.

### Lead and Letters

When Johann Gutenberg finished school, he went to work at the mint in Mainz. His father was in charge of the mint, which coined money for the city. Johann learned how to melt and cast metal in molds to form precise shapes. He liked working with metal, and he was skilled at metal casting.

As Johann Gutenberg grew older and became a master metalsmith, he thought a lot about the growing demand for books. His experience working with metal gave him an idea: what if he cast letters out of a metal such as lead? He could arrange those metal letters, or pieces of type, in lines to spell out words, make sentences, and create entire pages of text. By applying ink to the surface of the type and pressing paper onto it, he could print those pages.

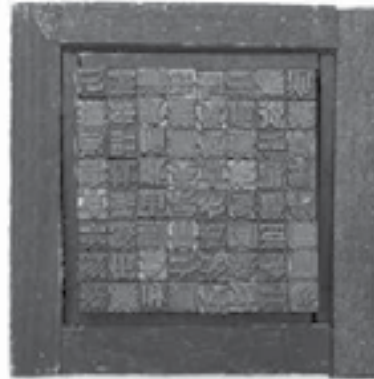
Gutenberg set out to try. First, he developed a way to pour melted lead into molds in the shapes of the letters of the alphabet. Each letter (piece of type) was cast as a mirror image of how it would look when printed. For example, “R” was cast as “Я,” and “C” was cast as “⊂.” Gutenberg made many copies of each letter, both capital and lowercase, plus every punctuation mark. Because his collection of metal type was made up of individual pieces that could be moved around to form endless combinations of letters, it was called movable type.



Movable type

Gutenberg didn't truly invent movable type. The Chinese and Koreans had used a form of movable type hundreds of years earlier. He didn't invent printing, either. Different printing techniques had also existed for centuries. In Europe, people had begun printing with ink on paper using blocks of wood. This technique called woodblock or woodcut printing began around 1400 CE. The surface of a block of wood was carved to create raised letters and images. Ink was then applied to the carved surface. Finally, the block was pressed onto paper to make a print. If you've ever pressed your thumb onto an inkpad and then touched it to paper, you've created a "thumbprint" in much the same way. Woodblock printing was a complex and time-consuming process. It wasn't much faster than copying pages of text by hand!

What Johann Gutenberg did invent was a machine that greatly improved the process of printing with movable type. He may have gotten the idea for his press from a winepress, a machine used to press the juice out of grapes. Gutenberg's printing press worked in a similar way. Instead of squeezing grapes, though, his press squeezed paper against the inked surface of metal type to make a clear, dark imprint of words on paper. Once he had perfected both his metal type and his press, he was able to print—with help from a number of assistants—several hundred pages a day.



Movable type from China



A woodcut print, 1480 CE

### **Gutenberg's Bible**

After experimenting with printing a few official documents and small, simple books of grammar, Gutenberg was ready to undertake a big project. He decided to print a large, beautiful Bible. He hoped to make a lot of money. Gutenberg started printing his Bible around 1450 CE. He may have cast more than 100,000 pieces of type for it. Several times during the process he ran out of money and had to borrow more. He completed the first edition of roughly 180 copies of the Bible (the exact number isn't really known) in 1454 or 1455 CE. Gutenberg's Bible was the first large book printed with movable metal type in Europe.

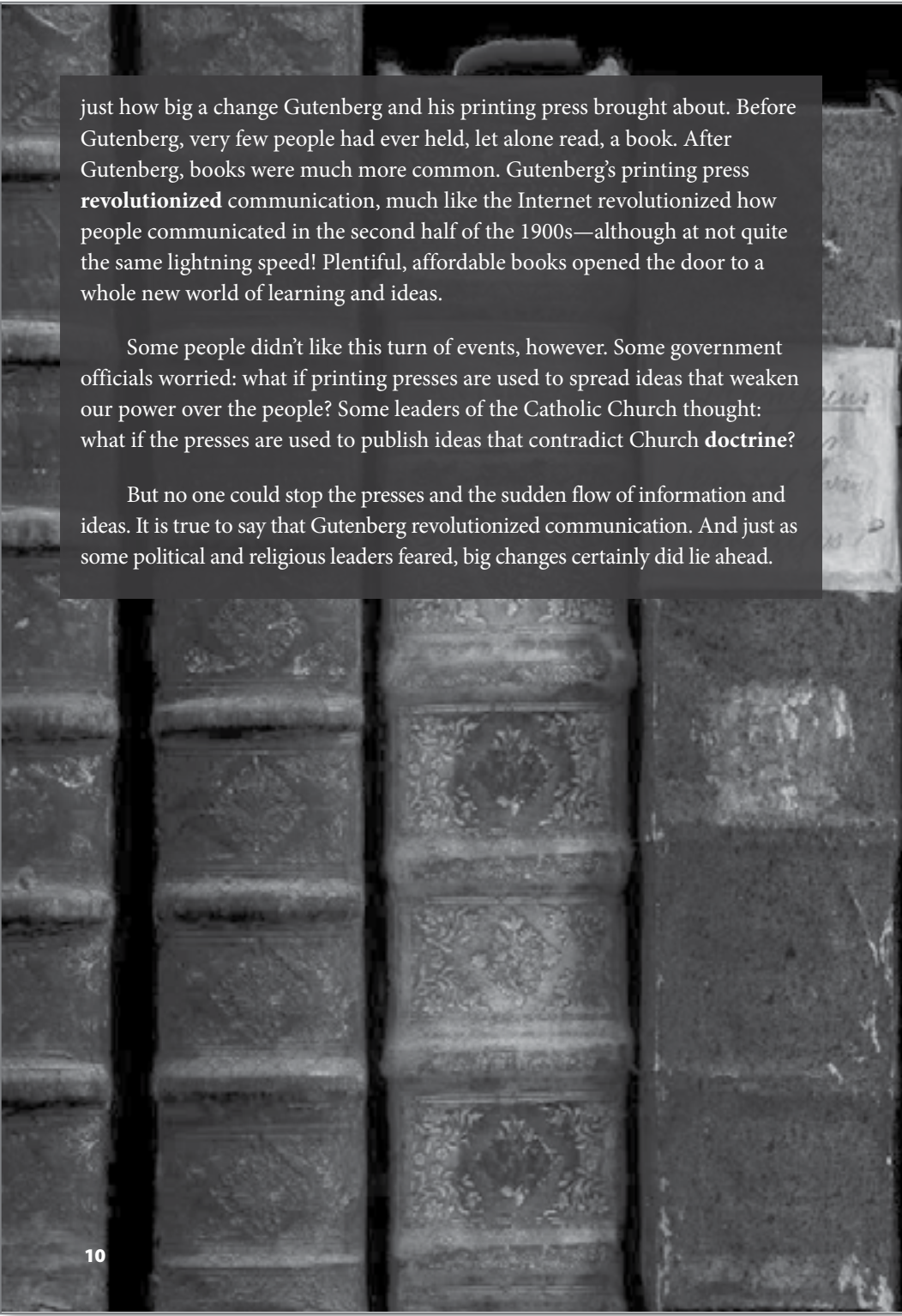
### **The Power of Communication**

Gutenberg didn't make much money from his Bible or his new printing process. But as you read at the beginning of this chapter, he did change the world. Gutenberg's printing press and the availability of inexpensive paper made it possible to produce many copies of books and documents quickly. This dramatically lowered the price of books and other printed materials. Suddenly, people had a way to distribute ideas and information from person to person, and place to place, much faster than ever before.

Soon printing presses just like Gutenberg's were producing hundreds and then thousands of books in cities throughout Europe. At first, most books were printed in Latin. But it wasn't long before books were being printed in more familiar languages including French, English, Italian, Spanish, and German.

At this time too, literacy, or the ability to read and write, increased across Europe. A growing middle class of merchants and craftsmen gained both wealth and influence. Learning to read and write became something more and more people wanted, and needed, to do. As a result, the demand for books increased. Books and other printed materials were more readily available for those people who could read.

Today, you can walk into a library or bookstore and choose from thousands of books. You can download books from the Internet to laptops, tablets, and phones. So you have to use your imagination to really appreciate



just how big a change Gutenberg and his printing press brought about. Before Gutenberg, very few people had ever held, let alone read, a book. After Gutenberg, books were much more common. Gutenberg's printing press **revolutionized** communication, much like the Internet revolutionized how people communicated in the second half of the 1900s—although at not quite the same lightning speed! Plentiful, affordable books opened the door to a whole new world of learning and ideas.

Some people didn't like this turn of events, however. Some government officials worried: what if printing presses are used to spread ideas that weaken our power over the people? Some leaders of the Catholic Church thought: what if the presses are used to publish ideas that contradict Church **doctrine**?

But no one could stop the presses and the sudden flow of information and ideas. It is true to say that Gutenberg revolutionized communication. And just as some political and religious leaders feared, big changes certainly did lie ahead.

The following words or phrases were used in Chapter 1, “The Power of the Printed Word.”  
For each word or phrase, pick an activity and complete the chart below

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| parchment      | <b>Vocabulary Activities</b><br><br>1. Write a definition in your own words. You may use your glossary as a reference.<br><br>2. Provide a synonym (similar meaning).<br><br>3. Provide an antonym (opposite meaning).<br><br>4. Use the word in a sentence.<br><br>5. Provide another word that the word or phrase makes you think of and explain why. ( <i>Apple</i> makes me think of bananas because they are both fruits.)<br><br>6. Think of an example of the word or phrase and write about it. (An example of <i>fruit</i> is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.) |
| bind           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| revolutionize  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| doctrine       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| turn of events |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Word or Phrase | Activity | Activity Response |
|----------------|----------|-------------------|
|                |          |                   |
|                |          |                   |
|                |          |                   |
|                |          |                   |
|                |          |                   |



## Glossary for *Shifts in Power*

### A

**advocate, v.** to act in favor of or on behalf of someone or something (**advocated**)

### B

**bequeath, v.** to pass on property to someone in a will (**bequeathed**)

**bind, v.** to fasten two or more things together

### C

**calling, n.** a strong urge to pursue a specific profession or way of life

**cardinal, n.** a leader in the Catholic Church who is chosen by the pope (**cardinals**)

**censor, v.** to examine and control the content of materials (**censored**)

**clergy, n.** people who are religious leaders and who perform religious ceremonies

**condemn, v.** to say in a strong or definite way that something is wrong or bad

**confess, v.** to admit you did something wrong (**confessed**)

**congregation, n.** the members of a church gathered for a religious ceremony

**contemporary, n.** a person living in the same time period and/or who is the same age as another person (**contemporaries**)

**contradict, v.** to disagree with and go against a statement or action (**contradicted**)

**contraption, n.** a machine or device that is strange and/or complex

**convert, n.** a person who has changed their beliefs or changed religions (**converts**)

### D

**decree, n.** an official order that must be followed (**decrees**)

**defy, v.** to go against; to refuse to obey (**defying**)

**descend, v.** to come down (**descended**)

**devout, adj.** devoted, especially to a specific religion or point of view

**doctrine, n.** a belief or set of beliefs held by a group of people

### E

**embrace, v.** to welcome wholeheartedly (**embraced**)

**endow, v.** to give a quality or ability to (**endowed**)

**extravagance, n.** something that is expensive or wasteful and not a necessity

### F

**foe, n.** enemy

### H

**heresy, n.** beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power

## I

**immoral, *adj.*** going against the principles of right and wrong that are generally accepted by most members of a group

**institution, *n.*** an organization set up for a specific purpose

**intervene, *v.*** to come between; to prevent from happening (**intervened**)

## L

**lever, *n.*** a strong, solid bar used to move or lift something

## M

**mechanism, *n.*** 1. a piece of machinery; 2. parts that work together in a machine

## O

**order, *n.*** a religious group with specific beliefs and practices (**orders**)

## P

**parchment, *n.*** material made from animal skin and used as a writing surface

**pendulum, *n.*** a weight that swings regularly back and forth, often used to measure time in a clock (**pendulums**)

**persecute, *v.*** to treat someone unfairly or cruelly because of their religious beliefs (**persecuted**)

**persecution, *n.*** the act of treating someone unfairly or cruelly because of their religious beliefs

**ponder, *v.*** to think about deeply (**pondered**)

**proof, *n.*** 1. evidence that something is true or correct; 2. a test showing that a mathematic calculation is correct (**proofs**)

## R

**radical, *adj.*** very disruptive to a widely accepted belief or idea

**recant, *v.*** to publicly take back an opinion expressed in the past

**reform, *n.*** an improvement (**reformers; reformation**)

**revered, *adj.*** looked up to; held in high esteem

**revitalize, *v.*** to give life to or energize again (**revitalizing**)

**revolutionize, *v.*** to completely change something (**revolutionized**)

**rhythm, *n.*** a regularly repeated motion or sound

## S

**salvation, *n.*** the act of being saved from sin or danger

**sect, *n.*** a smaller group of people united by common religious beliefs that often contradict the beliefs of a larger group

**secular, *adj.*** not connected to religion

**self-disciplined, *adj.*** the ability to make yourself do what is necessary on your own without being told by someone else

**shame, *n.*** a negative feeling of embarrassment or regret

**sin, *n.*** an action that is considered morally wrong or that goes against religious teachings

**speculation, *n.*** an educated guess about something; not proven beyond doubt

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1.4**  
CONTINUED

TAKE-HOME

**spiritual, *adj.*** of or related to religious beliefs and feelings

**superior, *n.*** a person in a higher position  
(superiors)

T

**theology, *n.*** the study of religion

**theory, *n.*** an explanation for why something happens based on evidence (**theories**)

**thesis, *n.*** a statement or idea (**theses**)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Letters Come Alive!”

1. **contraption, *n.*** a machine or device that is strange and/or complex (16)
2. **mechanism, *n.*** 1. a piece of machinery; 2. parts that work together in a machine (17)
3. **lever, *n.*** a strong, solid bar used to move or lift something (17)
4. **descend, *v.*** to come down (**descended**) (19)
5. **rhythm, *n.*** a regularly repeated motion or sound (20)
6. **shame, *n.*** a negative feeling of embarrassment or regret (22)

| Word(s)          | CK Code             | Page Number |
|------------------|---------------------|-------------|
| Jacques          | /zhjok/             | 14          |
| Monsieur Lafarge | /mə*syer/ /lə*farj/ | 14          |
| Henri            | /on*ree/            | 17          |
| Philippe         | /fil*eeep/          | 17          |
| Jean-Claude      | /zhjon-klawd/       | 17          |



**“Letters Come Alive!”**

*Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each answer. Remember to answer in complete sentences and to restate the question in your answer whenever possible.*

1. Why is Jacques nervous about his new job in the printing shop?

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Page(s) \_\_\_\_\_

2. Write the name of each character and/or the job(s) he does in the printing shop.

| Character | Job(s)                                                                                                 |
|-----------|--------------------------------------------------------------------------------------------------------|
|           | printing shop owner                                                                                    |
| Henri     |                                                                                                        |
| Philippe  |                                                                                                        |
|           | apprentice printer                                                                                     |
| Jacques   | <i>Hint: Jacques does many things around the printing shop. List as many of his duties as you can.</i> |

3. There are many steps in the printing process described in this chapter. What is the next thing the workers do after Henri arranges the type to form words and sentences?
- A. push the lever to press the paper onto the type
  - B. lay the paper on the press
  - C. place ink on the type
  - D. set the tray of type into the press

Page(s) \_\_\_\_\_

*The following question has two parts. Answer Part A and then answer Part B.*

4. **Part A:** What does Henri know about Jacques when he asks him to put away the type into the case?

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Page(s) \_\_\_\_\_

**Part B:** Why does Henri ask Jacques to put away the type anyway?

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Page(s) \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. Write the correct word from the first box describing one of Henri's character traits in the row in the second box that matches the text describing that trait.

|      |             |        |
|------|-------------|--------|
| kind | hardworking | strict |
|------|-------------|--------|

| Quotes from "Letters Come Alive!"                                                                                                                          | Henri's character traits |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| "He was picking out small squares of metal from cases above the desk and assembling them in a long wooden tray. His fingers moved very quickly." (page 16) |                          |
| "Get to work, boy. If Monsier Lafarge sees you dawdling, you'll be out of a job," he barked." (page 19)                                                    |                          |
| "That is the letter J. It is the first letter of your name. Tomorrow you will begin learning all the others," he said calmly." (page 23)                   |                          |

*The following question has two parts. Answer Part A and then answer Part B.*

6. **Part A:** Describe how the relationship between Henri and Jacques changes over the course of Jacques's first day working in the printing shop.

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**Part B:** The following sentences appear in Chapter 2. Circle the sentence(s) that support(s) your description of Henri and Jacques’s relationship at the beginning of the story.

- A. “Out of the way, boy,” the typesetter yelled. (page 18)
- B. Henri scowled and shook his finger. (page 19)
- C. The old man’s reply was quiet and kind. (page 22)
- D. He dabbed a bit of ink onto its surface and pressed it gently against the back of Jacques’s hand. (page 23)

7. What point is the author trying to make about the impact of the printing press on people’s lives during this time period?

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## Excerpt from “Letters Come Alive!”

*Read the excerpt from “Letters Come Alive!” Then, based on what you read, help Jacques write instructions for using the printing press.*



1 Jacques swept his way over to where Henri was working and watched the old man out of the corner of his eye. He had filled a large wooden frame with rows and rows of the little pieces of metal. Jacques realized they must be letters, what Jean-Claude had called type. Henri’s job seemed to be to arrange the letters—the type—to form words. Obviously Henri knew how to read. The thought made Jacques uneasy.

2 Henri suddenly lifted up the frame full of type and spun around, nearly knocking into Jacques. “Out of the way, boy,” the typesetter yelled.

3 Jacques flattened himself against the nearest wall. But he watched as Philippe helped Henri set the tray of metal pieces into the press and clamp it into place. Behind them, Jean-Claude smeared what looked like shiny black paste onto a board. “Ink!” thought Jacques. Jean-Claude then grabbed two rounded balls of leather topped with handles. He pressed the balls against the plate of ink, and then dabbed their blackened bottoms on the type held tightly in the frame. Jacques could see the surface of the type turn dark as the layer of ink grew thicker.



4 Philippe stepped in, holding a large sheet of cream-colored paper by its edges. Working together, the three men gently fitted the paper into the press so it lay on top of the type. Then Philippe grabbed the huge lever that jutted out from the side of the press. He pulled it toward him with a powerful, even stroke. The great screw in the center of the press turned. A flat, wooden board descended, pressing the paper down onto the inked type beneath it.

5 Jacques forgot all about staying out of the way. He sensed something remarkable was about to happen. He stepped closer to the press as Philippe released the lever. Jean-Claude reached in and lifted up the paper. Perfect rows of black letters stood out against its creamy surface. Jacques thought it was the most beautiful thing he had ever seen.

# How to Use a Printing Press

By Jacques

Help Jacques write instructions for using the printing press. Fill in each blank with the correct word from the word bank. Each word is used only once. Then write the number of the paragraph from the text that best supports your answer. The last instruction is supported by an image rather than by text.

press

printing press

dry

ink

type

paper



1. Arrange the \_\_\_\_\_ to form words. (paragraph \_\_\_\_\_)



2. Set the tray of type onto the \_\_\_\_\_. (paragraph \_\_\_\_\_)

3. Smear the \_\_\_\_\_ onto the surface of the type. (paragraph \_\_\_\_\_)



4. Lay a large sheet of \_\_\_\_\_ on top of the type. (paragraph \_\_\_\_\_)

5. Pull down the lever to \_\_\_\_\_ the paper down onto the inked type. (paragraph \_\_\_\_\_)



6. Lift the sheet of paper off the press and hang it to \_\_\_\_\_. (image)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Interjections

*Underline the interjection in each sentence.*

**Example:** Wow! That magic trick was cool.

1. Ow! That really hurt.
2. Oh, that was easy.
3. Yuck, my shoes are muddy.
4. Hurry! You'll miss the bus.

*Fill in each blank with an interjection from the word box that best fits each sentence. Then write the type of interjection (strong or mild) on the line that follows.*

|       |        |    |
|-------|--------|----|
| Shh   | Oops   | Ah |
| Oh no | Hooray |    |

**Example:** Hooray! We won the kickball game.

Type: Strong

1. \_\_\_\_\_! I accidentally spilled my milk.

Type: \_\_\_\_\_

2. \_\_\_\_\_, do not disturb the class.

Type: \_\_\_\_\_

3. \_\_\_\_\_! I forgot to bring my library book to school, and it is due today.

Type: \_\_\_\_\_

4. \_\_\_\_\_, so that is why she is angry.

Type: \_\_\_\_\_

*Write a response to each situation that includes an interjection. Remember to include the correct punctuation following the interjection.*

**Example:** You can't wait to go to the amusement park.

Great! We go to the amusement park today!

1. You are a little bit scared to ride on the roller coaster.

---

---

2. You pretend to have a stomachache so you do not have to ride on the roller coaster.

---

---

3. In the end, you ride on the roller coaster and really enjoy it.

---

---

NAME: \_\_\_\_\_

2.5

TAKE-HOME

DATE: \_\_\_\_\_

### ***en-*: Prefix Meaning “to put into” or “to make”**

*Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.*

ensure

enclose

enable

enliven

enlighten

1. The printing press \_\_\_\_\_ people in the 1500s to spread their ideas quickly.
2. I felt \_\_\_\_\_ after reading about Gutenberg and the importance of his invention.
3. During the Middle Ages, tall concrete walls \_\_\_\_\_ the castle.
4. The flight crew took steps to \_\_\_\_\_ that all the passengers were safe.
5. The colorful paintings \_\_\_\_\_ the room.

*For each of the following words, write a sentence using the word.*

1. *enclosed*

---

---

2. *ensure*

---

---

**Challenge:** The root word *case* means “a box or container.” Based on what you know about the prefix *en-*, what do you think the word *encased* means? Here is a sentence that may help you:

The monks encased the completed book in a special box to keep it safe.

Meaning of *encased*:

---

---

NAME: \_\_\_\_\_

**2.6**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Sample Letter

26 Rue des Cordonniers

Paris, France

June 21, 1460

Dear Cousin,

My priest, Father Pichot, has graciously agreed to pen this letter on my behalf. Our meeting last November at the inn reminded me of the importance of family and how much fun we had as children playing together. I enjoyed hearing about your exciting new printing business and wondered if you might have a job for my son, Jacques.

Jacques is now 13 and a very hard worker. He helps his mother and me at home and recently has begun doing chores and errands for our elderly neighbor. Of my seven children, Jacques has always been the one for whom I've had the highest hopes. He is responsible, quick-witted, strong, and cautious. His mother has made sure he is polite!

Jacques is willing to do any sort of job you have available. It would be a tremendous opportunity for him to learn from a successful businessman like you. Please send word if you have a place for my son, Jacques.

Your Cousin,

Peter

PS Please give Marie and the children our best.



## Vocabulary for “Setting the Stage for Reform”

1. **institution, *n.*** an organization set up for a specific purpose (24)
2. **congregation, *n.*** the members of a church gathered for a religious ceremony (26)
3. **recant, *v.*** to publicly take back an opinion expressed in the past (26)
4. **heresy, *n.*** beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power (26)
5. **bequeath, *v.*** to pass on property to someone in a will (**bequeathed**) (28)
6. **sin, *n.*** an action that is considered morally wrong or that goes against religious teachings (28)
7. **confess, *v.*** to admit you did something wrong (**confessed**) (28)
8. **reform, *n.*** an improvement (**reformers; reformation**) (28)
9. **devout, *adj.*** devoted, especially to a specific religion or point of view (29)
10. **salvation, *n.*** the act of being saved from sin or danger (29)
11. **persecution, *n.*** the act of treating someone unfairly or cruelly because of their religious beliefs (30)

| Word(s)         | CK Code                    | Page Number |
|-----------------|----------------------------|-------------|
| Galileo Galilei | /gal*ə*lae*oe/ /gal*ə*lae/ | 31          |



## Excerpt from “Setting the Stage for Reform”

*Read the excerpt from Chapter 3, “Setting the Stage for Reform,” and complete the activity that follows.*

### Chapter 3

## Setting the Stage for Reform

#### THE BIG QUESTION

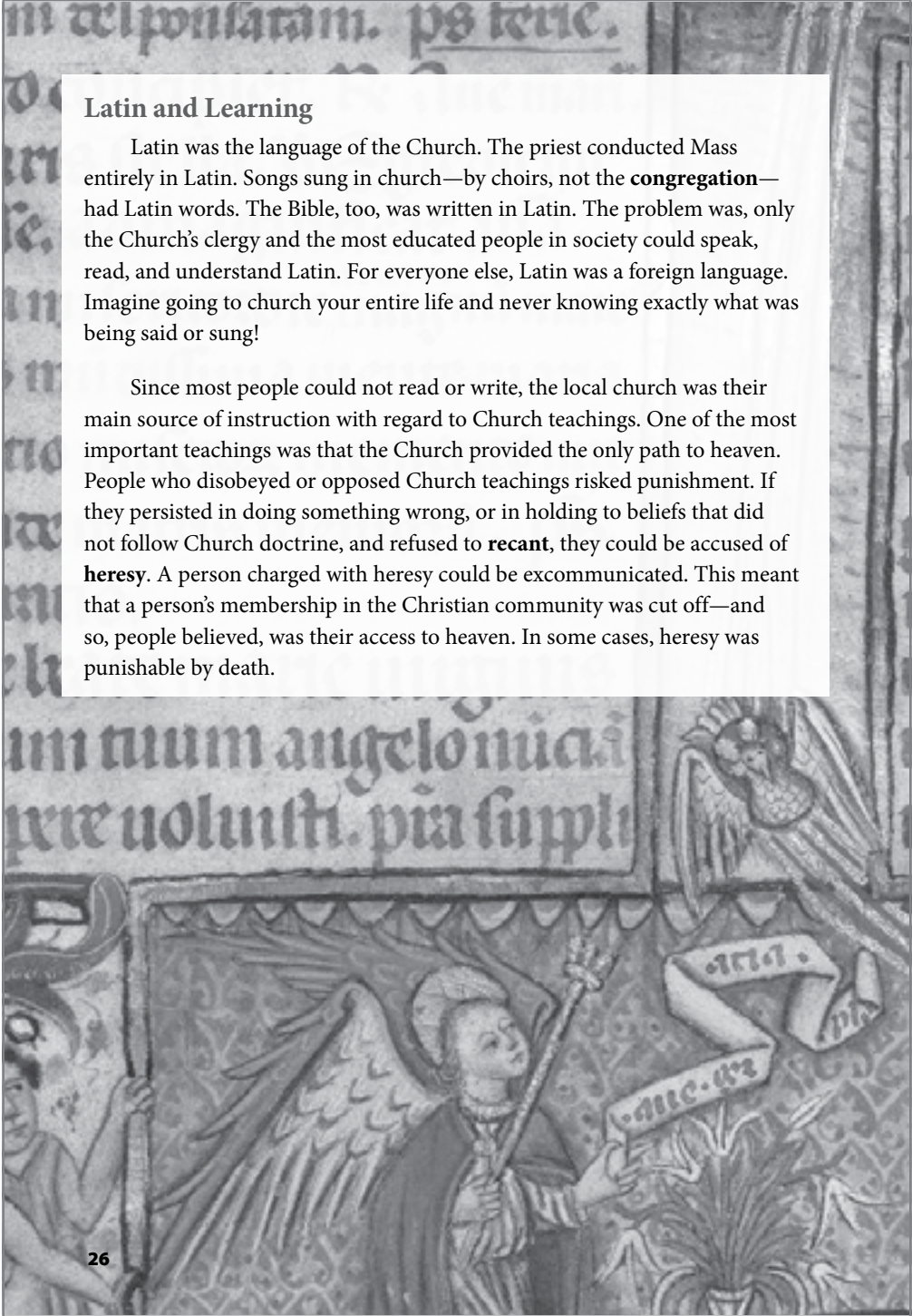
Why did some people believe the Church needed to be reformed during the 1400s and 1500s?

Gutenberg’s printing press did change the world: at least the European world. But before we talk about the changes that took place in Europe in the 1500s, let’s journey further back in time.

You may remember that after the fall of Rome in 476 CE, there was no longer a strong government to unite people in different countries. Instead, the Catholic Church took control. It soon became the largest and most powerful **institution** in western Europe. The Church united people through a common belief in the Christian God and the Christian promise of heaven.

The Church was very important to Europeans in the Middle Ages. It was the social glue that held communities together. It provided instruction on how to live in this world and how to get to the next world. The Church gave comfort and protection to those in need. The Church was also largely responsible for educating those fortunate enough to receive an education.

If you had lived during this period in history, the Catholic Church would have been a major focus in your life. Typically once a week, you would have gone to church to attend Mass. Mass is the central act of worship in the life of a Catholic. Depending on where you lived, the church you attended might have been an especially large and beautiful cathedral. Cathedrals were among the most impressive buildings in medieval Europe and would have been a constant reminder of the Church’s presence, power, and wealth. Most people, however, attended a much smaller local church.



### Latin and Learning

Latin was the language of the Church. The priest conducted Mass entirely in Latin. Songs sung in church—by choirs, not the **congregation**—had Latin words. The Bible, too, was written in Latin. The problem was, only the Church's clergy and the most educated people in society could speak, read, and understand Latin. For everyone else, Latin was a foreign language. Imagine going to church your entire life and never knowing exactly what was being said or sung!

Since most people could not read or write, the local church was their main source of instruction with regard to Church teachings. One of the most important teachings was that the Church provided the only path to heaven. People who disobeyed or opposed Church teachings risked punishment. If they persisted in doing something wrong, or in holding to beliefs that did not follow Church doctrine, and refused to **recant**, they could be accused of **heresy**. A person charged with heresy could be excommunicated. This meant that a person's membership in the Christian community was cut off—and so, people believed, was their access to heaven. In some cases, heresy was punishable by death.

### Growing Power and Influence

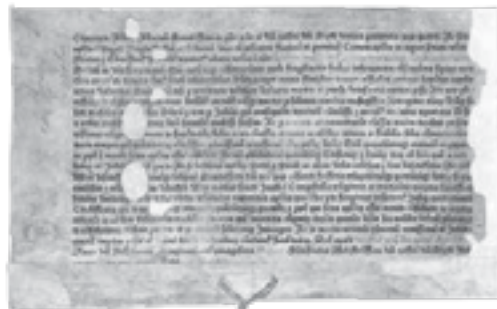
Throughout the Middle Ages, the power of the Church continued to grow. Part of the reason behind this increasing power was money. Christians were not simply supposed to obey the Church, but they were also expected to support it financially. Everyone was expected to give a portion of their yearly earnings to the Church. The money (or goods, such as crops and livestock) was paid like a tax and called a tithe.

Over time, the Church became very rich. It owned land, buildings, and even parts of towns. Wealthy people **bequeathed** land and money to the Church. This wealth gave the pope, who was the leader of the Church, political as well as religious power.

### Questionable Practices

For some time, the Church had raised money by issuing certificates that could release or pardon people from penance. Penance was the punishment

that the Church taught was due after a **sin** was **confessed** and forgiven. Previously, penance had to be performed *before* a sin was forgiven. These certificates were called indulgences. Technically, indulgences weren't sold; they were given in exchange for donations of money. Nevertheless, the



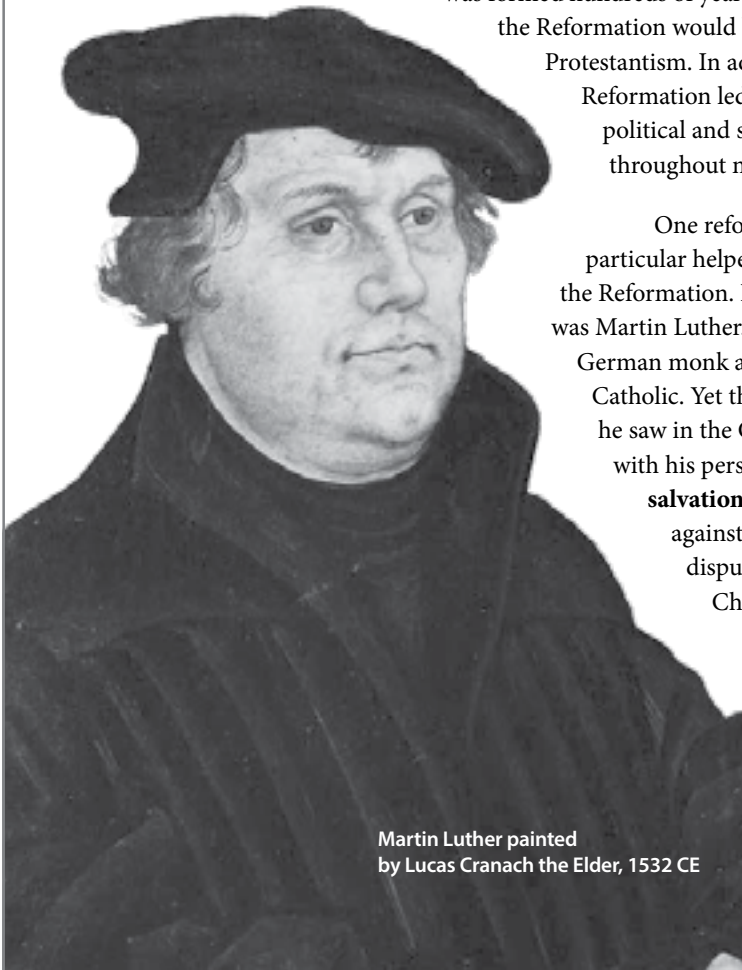
An indulgence certificate from John, abbot of Abingdon, to Henry Lanley and his wife Katherine, 1476 CE

money raised by the issuing of indulgences became a huge business for the Church. Many other corrupt practices also increased, such as the ability of wealthy people to buy their way into the clergy. In the late 1400s and early 1500s, religious reformers spoke out against corrupt practices in the Church and demanded reform.

## The Beginning

The word *reform* means to make changes to something in order to improve it. In European history, the Reformation, or the Protestant Reformation as it is also called, was a reform movement that challenged the Catholic Church. The movement challenged the Church's teachings and authority and demanded the reform of certain practices. The Reformation began as a religious debate but quickly grew into something much larger. It laid the foundation for what would eventually become known as Protestantism—one of the three major branches of Christianity. The other branch of Christianity, the Orthodox Church, was formed hundreds of years earlier. Now the Reformation would bring about Protestantism. In addition, the Reformation led to great political and social change throughout much of Europe.

One reformer in particular helped usher in the Reformation. His name was Martin Luther. Luther was a German monk and a **devout** Catholic. Yet the corruption he saw in the Church, along with his personal ideas about **salvation**, turned him against it. Luther's dispute with the Church succeeded, at least in part, because of the printing press.

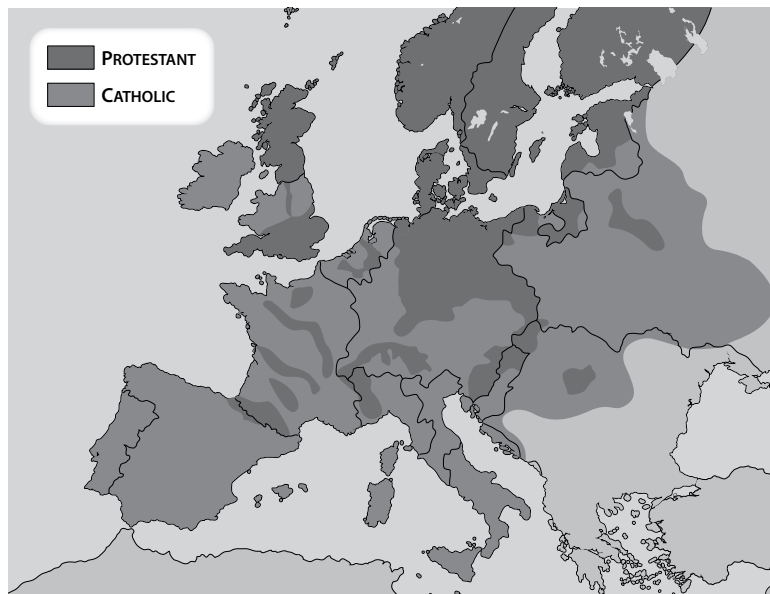


Martin Luther painted  
by Lucas Cranach the Elder, 1532 CE

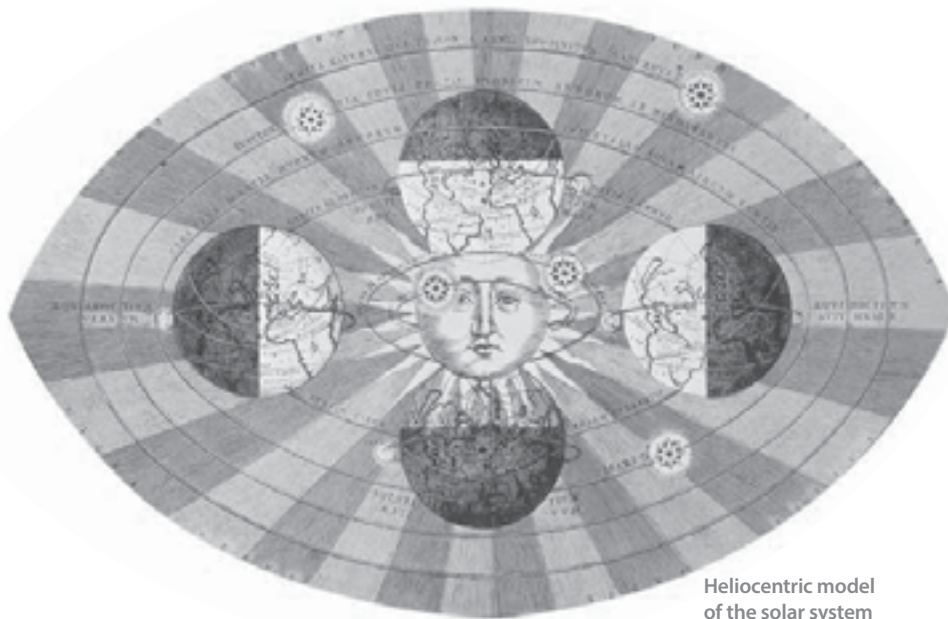
### Shifts in Power

As a result of the Reformation, Europe experienced unrest, **persecution**, and several wars. However, Europe emerged from this period in history as a very different place. In some countries, religious reform was accompanied by political reform. A number of European monarchs challenged age-old traditions of power in relation to the Church. They seized and then redistributed power, shifting it from the Church—and its leader, the pope—to the state. This shift in power made monarchs more powerful. Over time, new forms of government were created in which more people had a voice.

In time, the Catholic Church listened to the critics and began to reform itself from within. It became a more unified institution, despite having lost some of its political influence. To a large extent, much of northern Europe and England became a stronghold of Protestantism. However, most other western European states remained Catholic. As a result, European society was divided along religious lines in a way it had never been before. These divisions would continue to shape European history for many years to come.



Catholic and Protestant areas of Europe in the 1500s



Heliocentric model of the solar system showing the sun, not Earth, at the center

Against this backdrop, scientific advances were being made. Scientists such as Nicolaus Copernicus and Galileo Galilei made discoveries that led them to reject the long-held belief that Earth lay at the center of the universe. Instead, they proposed a new view of the solar system, with the sun and not Earth at its center.

### Of Princes and Protestants

When many people hear the word *Protestant*, they think about Martin Luther and other religious reformers of the Reformation. However, the word actually originated as a result of several German princes protesting a ruling by the Church that Luther be arrested and punished for his rebellious actions and ideas. These princes were the original “Protestants.” Over time, however, the term came to be associated with religious reformers, like Luther, who protested against certain teachings and practices of the Church during the Reformation.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.2**  
CONTINUED

## TAKE-HOME

*Summarize the excerpt using at least two of the following four vocabulary words: institution, recant, heresy, and/or devout.*

[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Plan a Friendly Letter

*Plan for writing a friendly letter from Jacques by answering the following questions.*

1. Imagine you are Jacques, the young boy who has been working in the printing shop, and you have learned to read and write. Write a header for your letter. It should include an address similar to the one in the sample letter from Jacques's father to Monsieur Lafarge. Be creative.  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_
2. Who will you (as Jacques) write to? You may make up a name for the recipient, but you should have a specific person in mind: friend, family member, or future coworker. Write down the name of the person you will write to and how you know them.  
  
\_\_\_\_\_
3. All letters should have a purpose. What is the purpose of your letter?  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

4. The body of your letter will identify and explain the purpose of your letter. List three details or points that will be important for you to include in the body of the letter. (You may use questions 5–10 to help you think of three details to write about.)

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*You should answer at least two of the following questions to help you plan your friendly letter.*

5. Why did you decide to work in the printing shop, and what do you like about working there?

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6. What challenges do you face?

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---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7. With whom do you work? What are they like?

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---

---

8. Has working in the printing shop given you ideas about what you would like to do in the future?

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9. What were some of the problems with the printing press? List any that should be mentioned in your letter.

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10. What are the advantages of the printing press? Which ones will you discuss in your letter?

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**Challenge:** *Answer these questions to make your letter more interesting.*

11. Describe your personality. (Some of this information may come from your imagination, but you should use details in the text to guide you). List two qualities or traits that you want to express in your letter.

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12. What is the recipient of your letter like? (This should come from your imagination). Name two traits that you might consider when writing the letter.

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---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Subject-Linking Verb Agreement

*Fill in each blank with the correct linking verb.*

1. [present/*to be*] The books in the special collection \_\_\_\_\_ expensive.
2. [past/*to be*] During the Middle Ages, books \_\_\_\_\_ difficult to make.
3. [present/*to feel*] Parchment \_\_\_\_\_ heavy compared to paper.
4. [present/*to smell*] The new book \_\_\_\_\_ fresh, like fresh ink printed on paper.
5. [past/*to sound*] Henri \_\_\_\_\_ scary when he yelled at Jacques.
6. [past/*to be*] In the end, Henri \_\_\_\_\_ kind to Jacques.
7. [present/*to look*] The cathedrals \_\_\_\_\_ beautiful and spacious.
8. [past/*to be*] During the Middle Ages, the Church \_\_\_\_\_ very powerful.
9. [past/*to feel*] Martin Luther \_\_\_\_\_ angry about the corruption in the Church.

10. [present/*to be*] I \_\_\_\_\_ interested in learning more about Gutenberg's printing press.

*Write two sentences with linking verbs. One sentence should use a linking verb in the present tense, and one sentence should use a linking verb in the past tense.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Prefix *en-*

*Write the correct word to complete each sentence.*

1. The monks placed the ancient book into a wooden \_\_\_\_\_.  
(close, enclose, case, encase)
2. The colors and designs made by an illuminator really \_\_\_\_\_ the pages of the book.  
(ensured, endangered, enabled, enlivened)
3. Henri told Jacques to \_\_\_\_\_ the pieces of type in the correct boxes.  
(case, encase, close, enforce)
4. The pope appointed leaders to \_\_\_\_\_ that all Christians followed the Church's teachings.  
(sure, ensure, enlighten, enliven)
5. The tall stone walls \_\_\_\_\_ the castle and kept it safe from attack.  
(close, enclosed, case, encased)
6. With the invention of Gutenberg's printing press, and the spread of books, many people became more \_\_\_\_\_ about many new ideas.  
(sure, ensured, enclosed, enlightened)

*For each word, write a complete sentence using the word.*

1. *danger*

---

---

2. *endanger*

---

---

3. *able*

---

---

4. *enable*

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Strong Verbs

*Make a list of strong verbs that might be used to replace the italicized verb in each sentence.*

1. Henri *said* something interesting to Jacques.

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2. I *went* over to my friend's house after school.

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3. Jacques *ran* down the street.

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4. Mom *took* the groceries out of the bag.

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---

---

5. Jacques *put* his bag on the bench.

---

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---

## Vocabulary for “The Reformation Movement”

1. **ponder**, *v.* to think about deeply (**pondered**) (34)
2. **theology**, *n.* the study of religion (36)
3. **superior**, *n.* a person in a higher position (**superiors**) (36)
4. **thesis**, *n.* a statement or idea (**theses**) (36)
5. **intervene**, *v.* to come between; to prevent from happening (**intervened**) (38)
6. **extravagance**, *n.* something that is expensive or wasteful and not a necessity (38)
7. **defy**, *v.* to go against; to refuse to obey (**defying**) (39)
8. **sect**, *n.* a smaller group of people united by common religious beliefs that often contradict the beliefs of a larger group (42)
9. **self-disciplined**, *adj.* the ability to make yourself do what is necessary on your own without being told by someone else (43)

| Word(s)            | CK Code                            | Page Number |
|--------------------|------------------------------------|-------------|
| Erfurt             | /aer*fort/                         | 34          |
| Desiderius Erasmus | /des*ee*daer*ee*oos/ /ee*ras*moos/ | 42          |



## The Reformation Movement Timeline

*Cut the right side of this page along the dotted line. Glue this page to the next to create a timeline. Take notes on the actions of Martin Luther, the pope, and Frederick III from the chapter. Be sure to list the page numbers to reference where you found the information.*

1517 CE

Luther wrote and posted \_\_\_\_\_

which were \_\_\_\_\_

Page(s) \_\_\_\_\_



Luther's views became more popular and he

Page(s) \_\_\_\_\_



1520 CE

The pope issued \_\_\_\_\_

Page(s) \_\_\_\_\_



Luther responded by \_\_\_\_\_

Page(s) \_\_\_\_\_

Frederick took Luther under his protection  
by \_\_\_\_\_

Page(s) \_\_\_\_\_



While in hiding, Luther \_\_\_\_\_

Page(s) \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1518 CE

The pope summoned \_\_\_\_\_  
to \_\_\_\_\_. The pope also  
wrote a letter to \_\_\_\_\_  
urging him \_\_\_\_\_

Page(s) \_\_\_\_\_



Frederick sent Luther to \_\_\_\_\_  
for \_\_\_\_\_.

Luther \_\_\_\_\_

Page(s) \_\_\_\_\_



The pope responded by \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Page(s) \_\_\_\_\_



German noblemen assembled  
the \_\_\_\_\_;

Church officials asked Luther to recant;

Luther \_\_\_\_\_

Page(s) \_\_\_\_\_



When Luther came out of hiding,

\_\_\_\_\_  
\_\_\_\_\_

Page(s) \_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## A Letter from Jacques

*Use the following to write your letter from Jacques.*

(Heading)

---

---

---

(Greeting)

---

(Body)

---

---

---

---

---

---

---

---

---

---

---

\_\_\_\_\_ (Closing)

\_\_\_\_\_ (Signature)

PS \_\_\_\_\_

---

 (postscript)

NAME: \_\_\_\_\_

**6.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

**“The Reformation Movement”**

Name of historical figure: \_\_\_\_\_

| Events                                                                                                                                                                       | Argument                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1517 CE<br/>Luther wrote and posted the Ninety-Five Theses.</p>  <p>Martin Luther</p>    | <p>1. I wrote the Ninety-Five Theses because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p>                                                                                                  |
| <p>Luther's views became more popular and he wrote more essays.</p>  <p>Martin Luther</p> | <p>2. I wrote more essays because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p>                                                                                                             |
| <p>1518 CE<br/>The pope summoned Luther to Rome. The pope also wrote a letter to Frederick III urging him to turn Luther over to Church officials.</p>                       | <p>3. I summoned Luther to Rome because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p>  <p>the Pope</p> |

| Events                                                                                | Argument                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Frederick sent Luther to southern Germany for trial; Luther refused to recant.</p> | <p>4a. I sent Luther to trial in southern Germany because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p> <div data-bbox="1224 512 1409 730" data-label="Image"> </div> <p>Frederick III</p> |
|                                                                                       | <p>4b. I refused to change my mind because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p> <div data-bbox="1224 1033 1409 1276" data-label="Image"> </div> <p>Martin Luther</p>              |
| <p>1520 CE<br/>The pope issued a papal bull calling Luther a heretic.</p>             | <p>5. I issued a papal bull calling Luther a heretic because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p> <div data-bbox="1224 1654 1409 1831" data-label="Image"> </div> <p>the Pope</p> |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

| Events                                                                                                                                                                                                                                                    | Argument                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Luther publicly defied the pope by burning the papal bull in a bonfire.</p>  <p>Martin Luther</p>                                                                     | <p>6. I burned the papal bull because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p>                                                                                                                    |
| <p>The pope excommunicated Luther.</p>                                                                                                                                                                                                                    | <p>7. I excommunicated Luther because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p>  <p>the Pope</p> |
| <p>1521 CE<br/>German noblemen called the Diet of Worms; Church officials asked Luther to recant; Luther refused and was labeled a criminal.</p>  <p>Martin Luther</p> | <p>8. I refused to recant because...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Page(s) _____</p>                                                                                                           |

| Events                                                                                                                                          | Argument                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Frederick organized the fake kidnapping of Luther and hid him in a castle.</p>                                                               | <p>9. I organized a fake kidnapping of Martin Luther because...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Page(s) _____</p> <div data-bbox="1218 611 1409 831" data-label="Image"> </div> <p>Frederick III</p> |
| <p>While in hiding, Luther began translating the New Testament into German, setting a style of language that was more accessible to people.</p> | <p>10. I translated the New Testament into German so that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Page(s) _____</p> <div data-bbox="1218 1220 1409 1461" data-label="Image"> </div> <p>Martin Luther</p>  |
| <p>Luther came out of hiding; the Reformation had become a religious and political movement with many supporters.</p>                           |                                                                                                                                                                                                           |

NAME: \_\_\_\_\_

6.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Prepositions

Use the prepositions from the word box to complete the sentences. Some prepositions will be used more than once. Then write the function (place, time, or partner) in the box below the preposition.

|    |      |       |        |
|----|------|-------|--------|
| on | with | after | around |
| to | in   | at    |        |

Example: **In** 1518 CE, the pope summoned Luther to go  
**time**  
**to** Rome.  
**place**

- Martin Luther lived \_\_\_\_\_ his family \_\_\_\_\_  
Germany. \_\_\_\_\_
- Luther went \_\_\_\_\_ good schools and eventually to one of the best  
universities \_\_\_\_\_ Germany.  
\_\_\_\_\_
- One night, a terrible storm raged \_\_\_\_\_ Luther and he was knocked  
\_\_\_\_\_ the ground.  
\_\_\_\_\_
- \_\_\_\_\_ surviving the storm, Luther spent many years  
\_\_\_\_\_ a monastery.  
\_\_\_\_\_

5. Luther discussed passages \_\_\_\_\_ the Bible \_\_\_\_\_ his students.

6. \_\_\_\_\_ 1517 CE, Luther nailed his writing \_\_\_\_\_ the door of the church.

*Answer the following questions using the prepositions provided in the word box. You do not need to use all of the prepositions from the word box. Underline the preposition(s) in your sentences.*

|         |         |        |
|---------|---------|--------|
| next to | between | on     |
| at      | beside  | around |
| after   | before  | in     |

1. Where is our school located?

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2. Where is our classroom located?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3. When do you usually do your homework?

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4. What is your favorite time of day?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### **–ist: Suffix Meaning “a person who”**

*Write the correct word to complete each sentence. You may need to add –s to make the word correctly fit in the sentence.*

|           |         |         |         |
|-----------|---------|---------|---------|
| artist    | dentist | soloist | pianist |
| scientist |         |         |         |

1. Michelangelo and Raphael were \_\_\_\_\_ during the Renaissance.
2. The concert will begin with a \_\_\_\_\_ playing the violin.
3. The \_\_\_\_\_ looked into the microscope to observe the cells splitting.

*Write the correct word from the word box above to answer each riddle.*

4. My job is to care for your teeth. Who am I? \_\_\_\_\_
5. I am very skilled at playing the piano. Who am I? \_\_\_\_\_

*Write your own riddle where the answer is a word with the suffix –ist.*

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Answer the following question.*

7. Which seems like a more challenging career, a novelist or an artist? Why?

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**Challenge:** You have learned about John Calvin and his role in the Reformation. Based on what you know about the suffix *-ist*, what do you think the word *Calvinist* means? Here is a sentence that may help you:

Calvinists traveled to France, the Netherlands, and Scotland to spread their beliefs to new groups.

Meaning of *Calvinist*:

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## Spelling Words

*The following is a list of spelling words. These words include prefixes you have learned in morphology lessons. During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:*

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

*When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.*

- |                 |                |
|-----------------|----------------|
| 1. immeasurable | 7. independent |
| 2. immobile     | 8. incomplete  |
| 3. impatient    | 9. excavate    |
| 4. impossible   | 10. exclude    |
| 5. incorrect    | 11. exterior   |
| 6. indefinite   | 12. export     |

*The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment but it may be helpful to have them as a reference as you practice spelling the words.*

| Spelling Word       | Definition                                                                    |
|---------------------|-------------------------------------------------------------------------------|
| <b>immeasurable</b> | too large in size or amount; impossible to measure                            |
| <b>immobile</b>     | not able to move                                                              |
| <b>impatient</b>    | not able to be calm while waiting                                             |
| <b>impossible</b>   | not able to happen                                                            |
| <b>incorrect</b>    | having errors or mistakes                                                     |
| <b>indefinite</b>   | not already decided; likely to change                                         |
| <b>independent</b>  | does not need something or somebody else for support; can function on its own |
| <b>incomplete</b>   | not finished; lacking some part                                               |
| <b>excavate</b>     | to uncover something by digging it out and removing dirt that covers it       |
| <b>exclude</b>      | to leave something out                                                        |
| <b>exterior</b>     | an outer part or surface                                                      |
| <b>export</b>       | to send a product out of a country to be sold in another country              |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Practice Spelling Words

*Write each spelling word under its definition. Then identify the word's part of speech.*

|              |            |             |            |
|--------------|------------|-------------|------------|
| immeasurable | immobile   | impatient   | impossible |
| incorrect    | indefinite | independent | incomplete |
| excavate     | exclude    | exterior    | export     |

1. not able to move

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

2. to uncover something by digging it out

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

3. having errors or mistakes

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

4. not able to happen

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

5. not able to be calm while waiting

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

6. to leave something out

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

7. an outer part or surface

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

8. not already decided

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

9. not finished

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

10. to send a product out of a country to be sold in another country

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

11. does not need something or somebody else for support

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

12. impossible to measure

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

## Vocabulary for “What Is at the Center of the Universe?”

1. **contradict**, *v.* to disagree with and go against a statement or action (**contradicted**) (48)
2. **theory**, *n.* an explanation for why something happens based on evidence (**theories**) (49)
3. **contemporary**, *n.* a person living in the same time period and/or who is the same age as another person (**contemporaries**) (49)
4. **condemn**, *v.* to say in a strong or definite way that something is wrong or bad (51)
5. **speculation**, *n.* an educated guess about something; not proven beyond doubt (53)

| Word(s)          | CK Code                    | Page Number |
|------------------|----------------------------|-------------|
| Aristotle        | /ær*ə*sto*təl/             | 46          |
| Claudius Ptolemy | /klaʊd*ee*əs/ /tol*ə*mee/  | 46          |
| Ptolemaic        | /tol*ə*mae*ik/             | 46          |
| Johannes         | /yoe*hon*es/               | 49          |
| Tübingen         | /too*bee*nən/              | 49          |
| Tycho Brahe      | /chee*go/ /bro/            | 49          |
| Galileo Galilei  | /gal*ə*lae*oe/ /gal*ə*lae/ | 49          |
| Pisa             | /pee*zə/                   | 50          |
| Hans Lippershey  | /hons/ /lip*er*shae/       | 50          |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “What Is at the Center of the Universe?”

*Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each answer. Remember to answer in complete sentences, and to restate the question in your answer whenever possible.*

1. Why did people in the past believe in the geocentric model of the universe?

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Page(s) \_\_\_\_\_

2. How does the heliocentric model of the universe differ from the geocentric model?

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Page(s) \_\_\_\_\_

3. Why might Copernicus have feared the Church's reaction to his book?

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Page(s) \_\_\_\_\_

4. **Challenge** Why might the Church be concerned about a heliocentric explanation of the universe? Why was the Church concerned with scientific theories?

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Page(s) \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. How did the invention of the telescope help Galileo contradict the ideas of Aristotle and Ptolemy?

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Page(s) \_\_\_\_\_

6. Why did Galileo think his discoveries did not contradict the Church's teachings?

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Page(s) \_\_\_\_\_

7. Why did Galileo recant his views supporting the heliocentric model?

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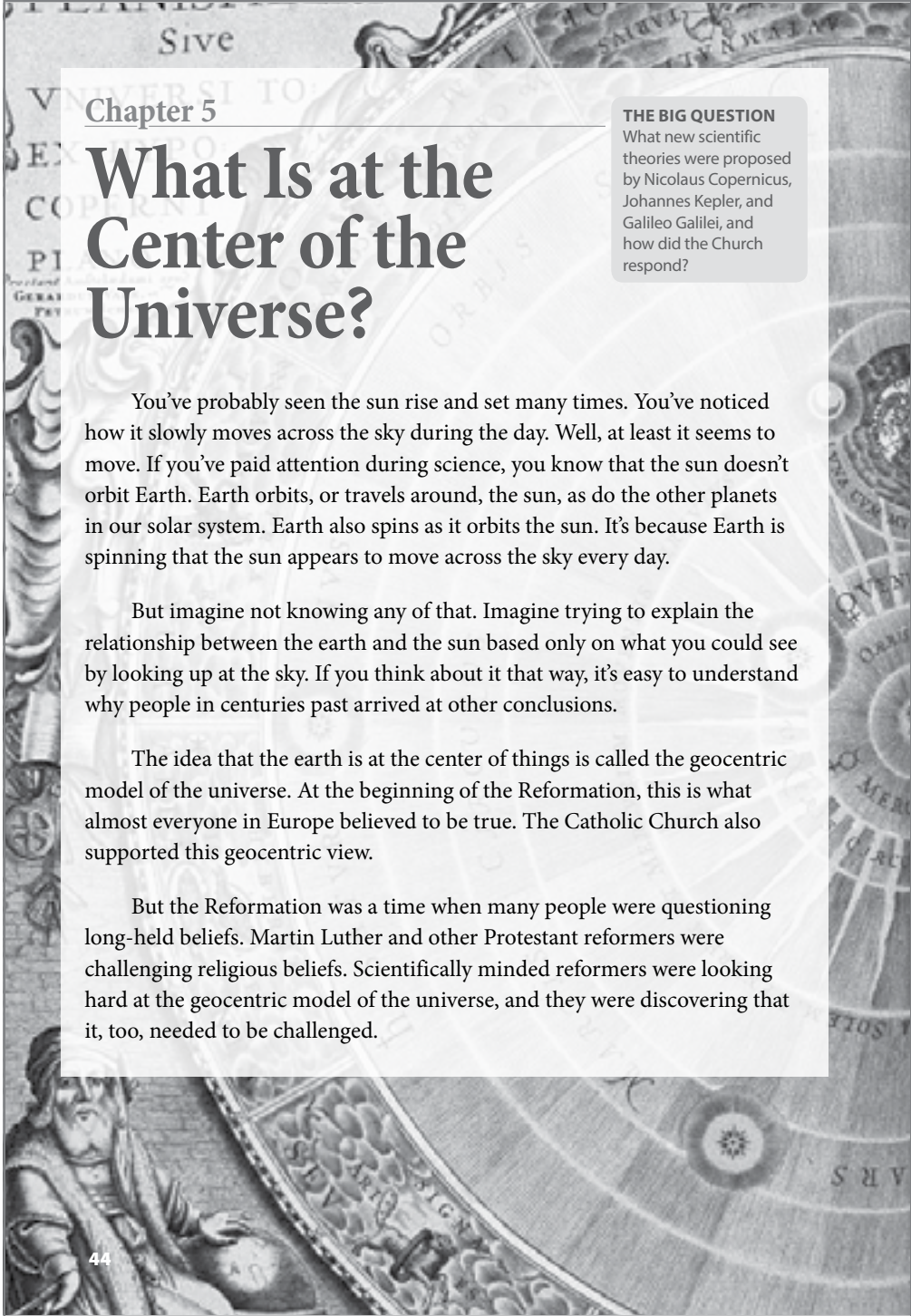
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Page(s) \_\_\_\_\_



## Excerpt from “What Is at the Center of the Universe?”

Read the following excerpt from “What Is at the Center of the Universe?” and complete the activity that follows.



**Chapter 5**

# What Is at the Center of the Universe?

**THE BIG QUESTION**  
What new scientific theories were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei, and how did the Church respond?

You’ve probably seen the sun rise and set many times. You’ve noticed how it slowly moves across the sky during the day. Well, at least it seems to move. If you’ve paid attention during science, you know that the sun doesn’t orbit Earth. Earth orbits, or travels around, the sun, as do the other planets in our solar system. Earth also spins as it orbits the sun. It’s because Earth is spinning that the sun appears to move across the sky every day.

But imagine not knowing any of that. Imagine trying to explain the relationship between the earth and the sun based only on what you could see by looking up at the sky. If you think about it that way, it’s easy to understand why people in centuries past arrived at other conclusions.

The idea that the earth is at the center of things is called the geocentric model of the universe. At the beginning of the Reformation, this is what almost everyone in Europe believed to be true. The Catholic Church also supported this geocentric view.

But the Reformation was a time when many people were questioning long-held beliefs. Martin Luther and other Protestant reformers were challenging religious beliefs. Scientifically minded reformers were looking hard at the geocentric model of the universe, and they were discovering that it, too, needed to be challenged.

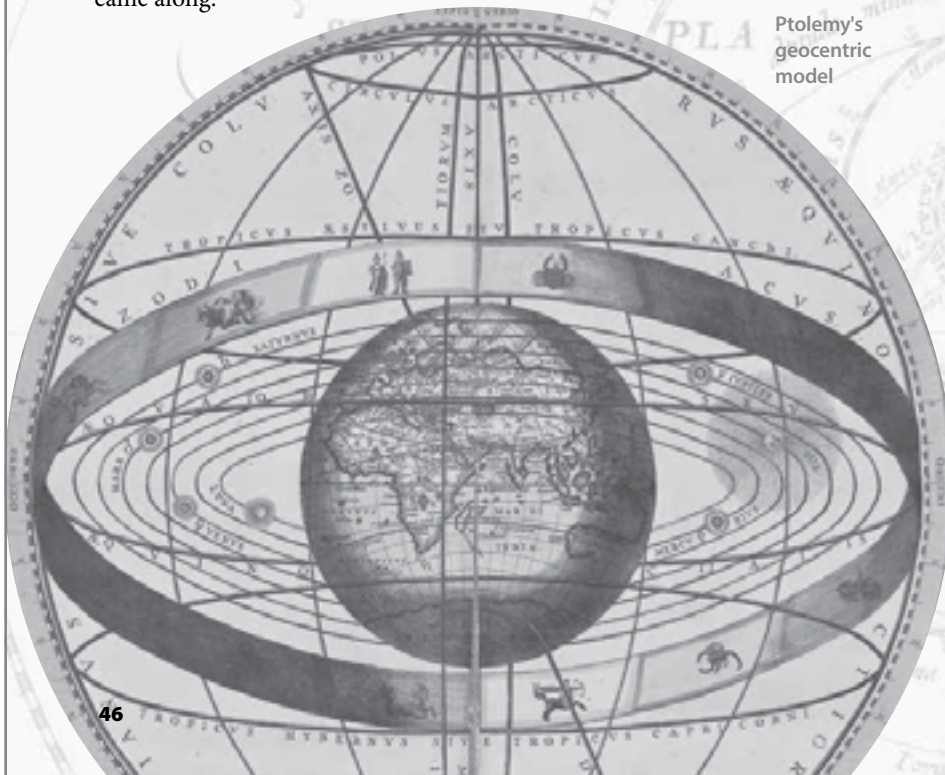
44

## From Earth-Centered to Sun-Centered: Ptolemy and Copernicus

The idea that the earth was at the center of the universe seems to have had its start in ancient Greece. The Greek philosopher Aristotle wrote about it as early as the fourth century BCE. During the second century CE, a Greek astronomer and mathematician named Claudius Ptolemy expanded on Aristotle's ideas. In fact, the geocentric model is sometimes called the Ptolemaic model.

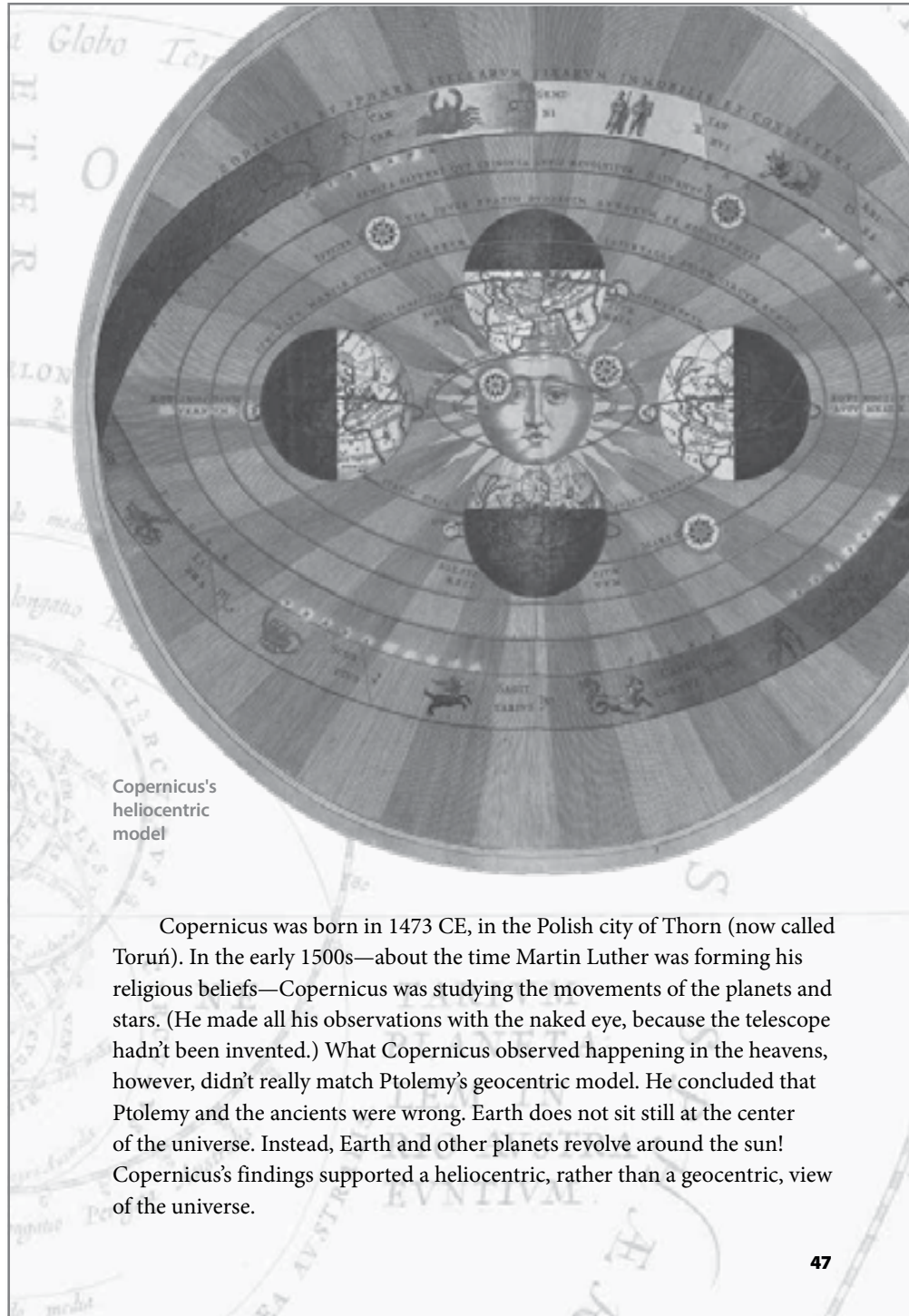
Ptolemy supported Aristotle's view that Earth stood still at the center of the universe, while the sun, moon, and planets all revolved around it. He thought these heavenly bodies were located in different spheres—something like gigantic, crystal-clear bubbles—with the bigger spheres around the smaller spheres, and Earth at the very center. For many hundreds of years, people accepted Ptolemy's model of the universe. No one questioned his views—no one, that is, until a Polish astronomer named Nicolaus Copernicus came along.

Ptolemy's  
geocentric  
model



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



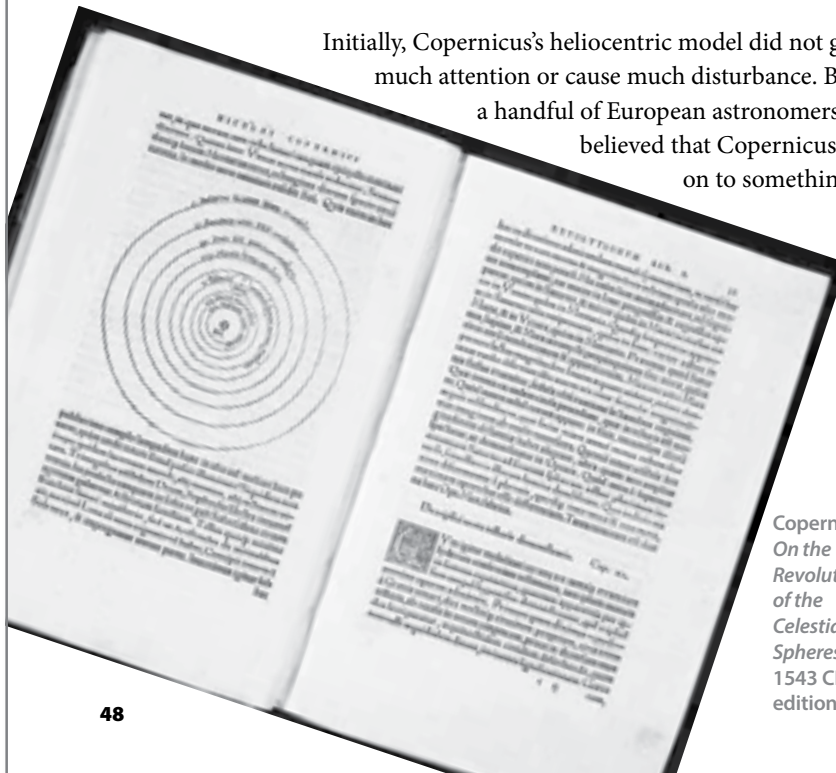
Copernicus had made a great discovery. But he did not run out and shout it from the rooftops. In fact, he kept quiet about his work. Why? For one thing, he did not have enough evidence to prove his ideas beyond all doubt. Copernicus may also have feared what would happen to him if he publicly **contradicted** the Church's beliefs about the nature of the universe and the earth's place in it.

It wasn't until 1543 CE, at the very end of his life, that Copernicus published his findings in a book called *On the Revolutions of the Celestial Spheres*. According to some accounts, Copernicus was handed the first printed copy of his book while on his deathbed. Once again the power of printing helped to spread new ideas, this time in the area of science.

## Greek Roots

The word *geocentric* comes from the Greek words *geo*, which means “the earth,” and *kentrikos*, which means “as or of the center.” So, *geocentric* means having the earth as the center. *Helios* is the Greek word for sun, so *heliocentric* means having the sun as the center.

Initially, Copernicus's heliocentric model did not get much attention or cause much disturbance. But a handful of European astronomers believed that Copernicus was on to something.



Copernicus's  
*On the  
Revolutions  
of the  
Celestial  
Spheres*,  
1543 CE  
edition

### Johannes Kepler

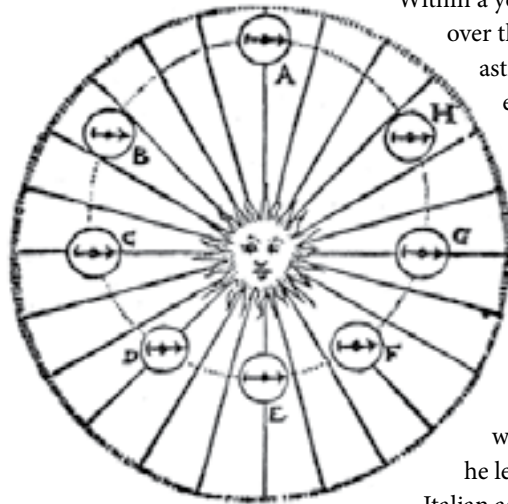
German mathematician and astronomer Johannes Kepler was one of these people. While studying at the University of Tübingen in the 1590s, Kepler's mathematics professor introduced him to Copernicus's heliocentric theory. Being a mathematician, Kepler was able to understand and appreciate Copernicus's observations and calculations. Over the next few years, Kepler pursued his own studies of the night sky, eventually publishing a book, *Mysterium Cosmographicum* or *The Cosmographic Mystery*. In this book he presented a mathematical model that explained the relative distances of the planets from the sun based on his—and Copernicus's—observations.



Johannes Kepler

Kepler's book impressed another astronomer, Tycho Brahe. In 1600 CE, Brahe invited Kepler to come to Prague to help him calculate planetary orbits.

Within a year, Brahe died and Kepler took over the work. Kepler continued his astronomical observations and eventually formulated **theories** about the way the different planets orbit the sun. These theories later came to be called Kepler's laws of planetary motion.



Kepler's diagram of planetary orbits from his work *Epitome Astronomiae Copernicanae*, published between 1617–1621 CE

Most of Kepler's **contemporaries** had not changed their thinking, which is why Kepler was so excited when he learned about the discoveries of Italian astronomer Galileo Galilei.

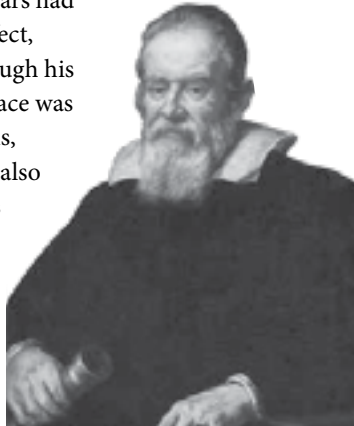
## Galileo and the Telescope

Born in Pisa, Italy, in 1564 CE, Galileo Galilei (many people refer to him just by his first name, Galileo) started his career thinking he might become a doctor. At the age of 17, Galileo headed off to the University of Pisa with that plan in mind. But after only a couple of years, he left medical school to study—and then later teach—mathematics.

Galileo was a brilliant mathematician. He made many calculations and discoveries about how objects move. As a well-educated man, he was very familiar with the writings of Aristotle and Ptolemy and the geocentric model of the universe. But he had also read Copernicus's book. Like Copernicus, however, Galileo recognized that no one had yet found conclusive proof that Earth and the other planets orbited the sun. At the time, Galileo was more interested in explaining how things worked on Earth, rather than out in space. But within a few years, his interests changed, thanks to a new invention.

In 1608 CE, a Dutch glassmaker named Hans Lippershey constructed one of the first telescopes. Galileo learned about the invention and very quickly improved on the design. Within a year, he was using a telescope to scan the night sky. He saw much that directly contradicted the ideas of Aristotle and Ptolemy. These ancient scholars had believed that all heavenly bodies were perfect, with smooth, unmarked surfaces. But through his telescope, Galileo saw that the moon's surface was rough and uneven, marked with mountains, valleys, and craters. Aristotle and Ptolemy also believed the knowledge of the heavens was complete; in other words, what they could see was what existed. With his telescope, Galileo discovered four new moons orbiting Jupiter.

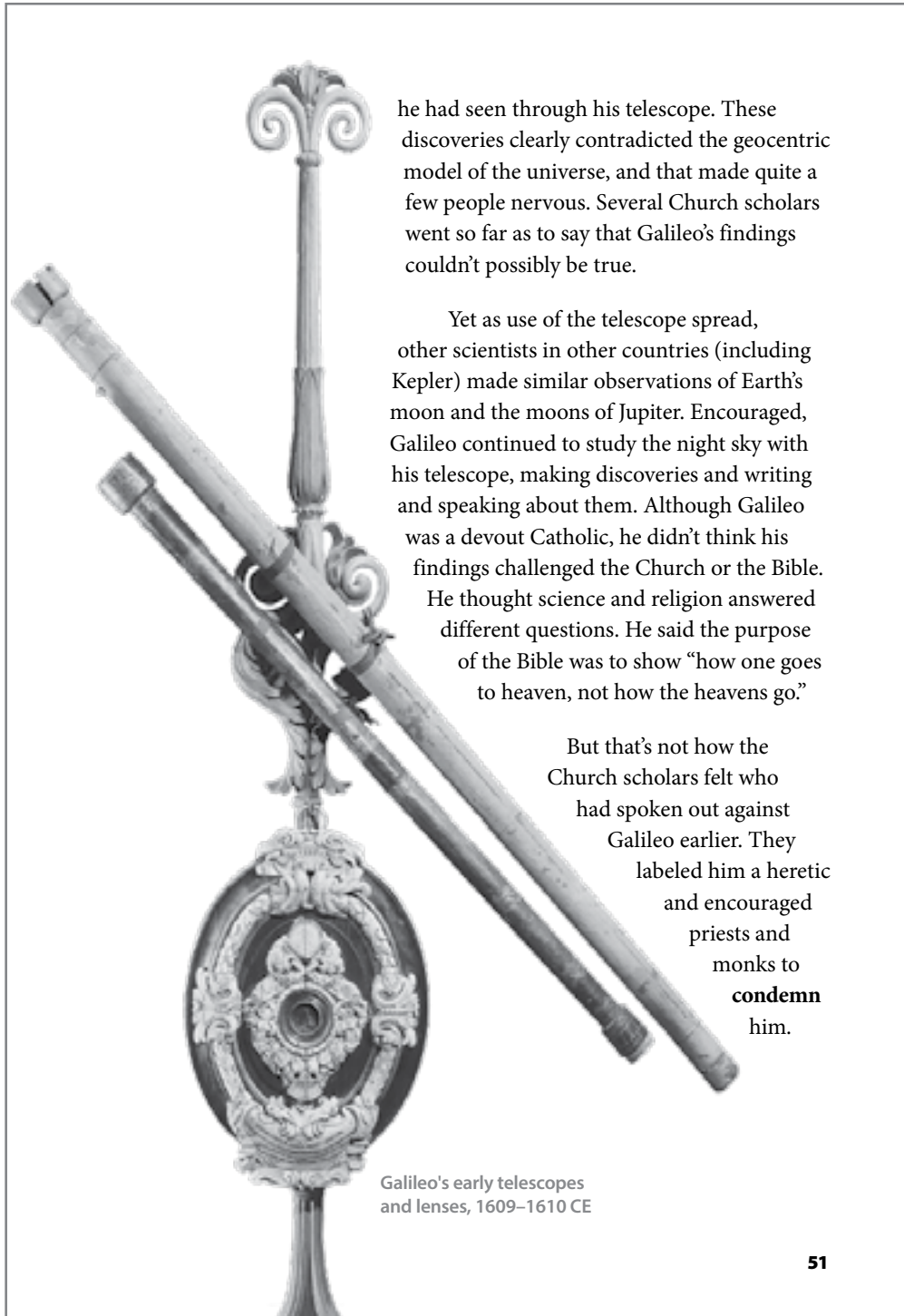
In 1610 CE, Galileo published a book, *Sidereus Nuncius*, or *The Starry Messenger*, in which he described what



Portrait of Galileo Galilei by Justus Sustermans, 1636 CE

NAME: \_\_\_\_\_

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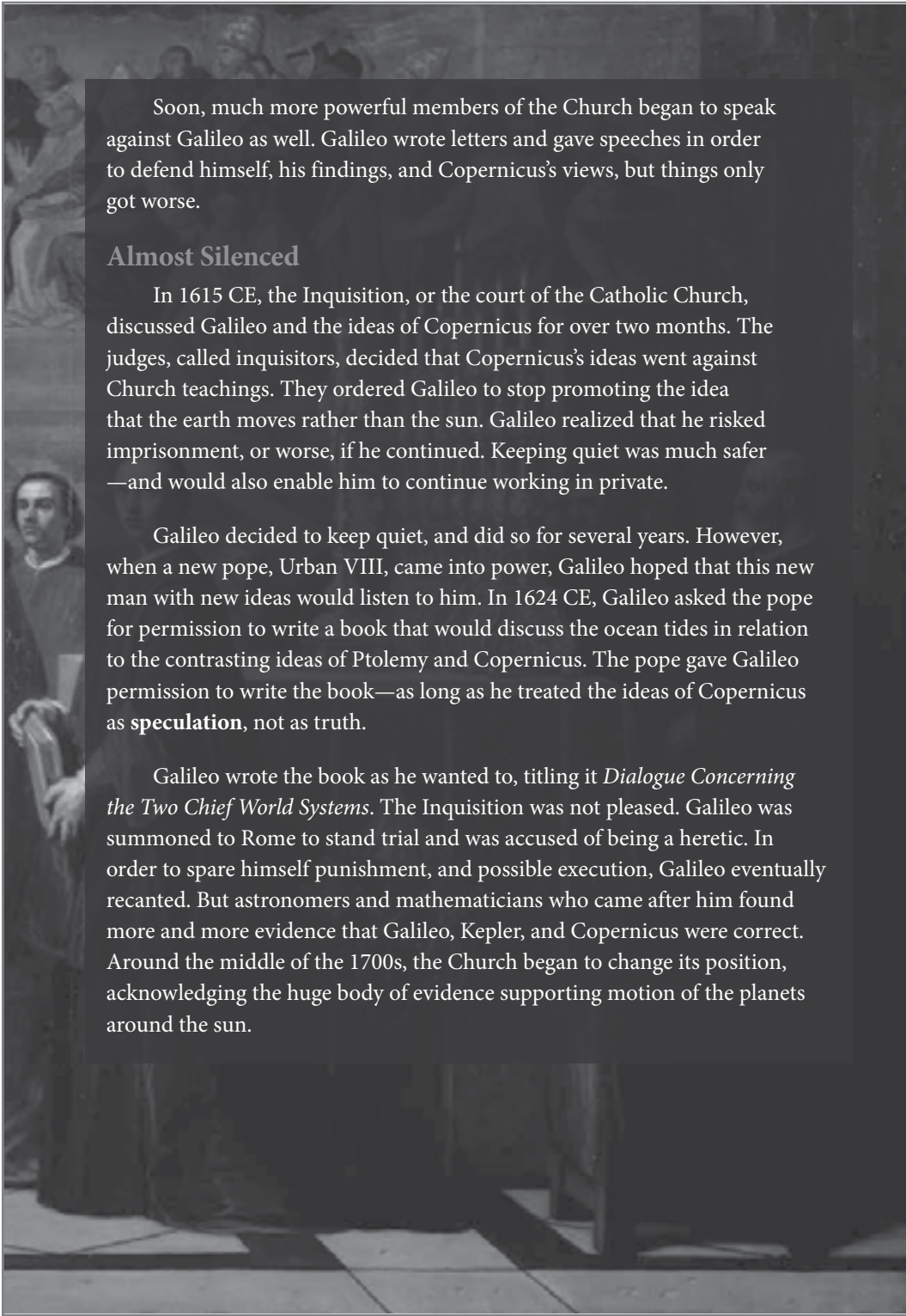


he had seen through his telescope. These discoveries clearly contradicted the geocentric model of the universe, and that made quite a few people nervous. Several Church scholars went so far as to say that Galileo's findings couldn't possibly be true.

Yet as use of the telescope spread, other scientists in other countries (including Kepler) made similar observations of Earth's moon and the moons of Jupiter. Encouraged, Galileo continued to study the night sky with his telescope, making discoveries and writing and speaking about them. Although Galileo was a devout Catholic, he didn't think his findings challenged the Church or the Bible. He thought science and religion answered different questions. He said the purpose of the Bible was to show "how one goes to heaven, not how the heavens go."

But that's not how the Church scholars felt who had spoken out against Galileo earlier. They labeled him a heretic and encouraged priests and monks to **condemn** him.

Galileo's early telescopes and lenses, 1609–1610 CE



Soon, much more powerful members of the Church began to speak against Galileo as well. Galileo wrote letters and gave speeches in order to defend himself, his findings, and Copernicus's views, but things only got worse.

### Almost Silenced

In 1615 CE, the Inquisition, or the court of the Catholic Church, discussed Galileo and the ideas of Copernicus for over two months. The judges, called inquisitors, decided that Copernicus's ideas went against Church teachings. They ordered Galileo to stop promoting the idea that the earth moves rather than the sun. Galileo realized that he risked imprisonment, or worse, if he continued. Keeping quiet was much safer—and would also enable him to continue working in private.

Galileo decided to keep quiet, and did so for several years. However, when a new pope, Urban VIII, came into power, Galileo hoped that this new man with new ideas would listen to him. In 1624 CE, Galileo asked the pope for permission to write a book that would discuss the ocean tides in relation to the contrasting ideas of Ptolemy and Copernicus. The pope gave Galileo permission to write the book—as long as he treated the ideas of Copernicus as **speculation**, not as truth.

Galileo wrote the book as he wanted to, titling it *Dialogue Concerning the Two Chief World Systems*. The Inquisition was not pleased. Galileo was summoned to Rome to stand trial and was accused of being a heretic. In order to spare himself punishment, and possible execution, Galileo eventually recanted. But astronomers and mathematicians who came after him found more and more evidence that Galileo, Kepler, and Copernicus were correct. Around the middle of the 1700s, the Church began to change its position, acknowledging the huge body of evidence supporting motion of the planets around the sun.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### 7.3 CONTINUED

## TAKE-HOME

*Summarize this excerpt using at least three of the following core vocabulary words correctly: contradict, theory, contemporary, condemn, or speculation.*

[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Slide Presentation

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|---------------|--------------|
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**7.4**  
CONTINUED

ACTIVITY PAGE

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**7.4**  
CONTINUED

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## Vocabulary for “The Catholic Church Responds”

1. **embrace**, *v.* to welcome wholeheartedly (**embraced**) (54)
2. **convert**, *n.* a person who has changed their beliefs or changed religions (**converts**) (54)
3. **cardinal**, *n.* a leader in the Catholic Church who is chosen by the pope (**cardinals**) (54)
4. **order**, *n.* a religious group with specific beliefs and practices (**orders**) (54)
5. **calling**, *n.* a strong urge to pursue a specific profession or way of life (56)
6. **spiritual**, *adj.* of or related to religious beliefs and feelings (56)
7. **decree**, *n.* an official order that must be followed (**decrees**) (58)
8. **revitalize**, *v.* to give life to or energize again (**revitalizing**) (58)
9. **censor**, *v.* to examine and control the content of materials (**censored**) (60)
10. **immoral**, *adj.* going against the principles of right and wrong that are generally accepted by most members of a group (61)
11. **persecute**, *v.* to treat someone unfairly or cruelly because of their religious beliefs (**persecuted**) (61)

| Word(s)  | CK Code       | Page Number |
|----------|---------------|-------------|
| Jesuits  | /jez*oo*its/  | 55          |
| Ignatius | /ig*nae*shəs/ | 55          |
| Loyola   | /loi*oe*lə/   | 55          |



NAME: \_\_\_\_\_

**9.2**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## “The Catholic Church Responds”

*As you read, take notes on the cause of the Catholic Reformation, actions of the Catholic Church, and the outcomes of the Catholic Reformation in the appropriate boxes. Use as many of the vocabulary words listed as you can in your notes for that box. Record the page number containing the text that supports your notes.*

| Cause of Catholic Reformation |                 |          |
|-------------------------------|-----------------|----------|
| Vocabulary:                   | Notes (1 note): | Page(s): |
| converted<br>Protestantism    |                 |          |



| Actions of the Catholic Church                                                      |                    |          |
|-------------------------------------------------------------------------------------|--------------------|----------|
| Vocabulary:                                                                         | Notes (4–6 notes): | Page(s): |
| reform<br>religious orders<br>Jesuits<br>doctrine<br>banned<br>corruption<br>heresy |                    |          |



| Outcomes of Catholic Reformation |                    |          |
|----------------------------------|--------------------|----------|
| Vocabulary:                      | Notes (2–4 notes): | Page(s): |
| revitalized                      |                    |          |

*Write a paragraph summarizing the Catholic Reformation. Be sure to include the cause, actions, and outcomes of the Catholic Reformation.*

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**Challenge:** What is the relationship between the Protestant Reformation and the Catholic Reformation?

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## The Catholic Church Responds

*Read this chapter to a family member to build fluency. You should read it aloud at least once from beginning to end without stopping.*

### Chapter 6

# The Catholic Church Responds

#### THE BIG QUESTION

How did the Catholic Church respond to the Protestant Reformation movement?

In the early 1500s, probably no one—not even Martin Luther—imagined how much Europe would change as a result of the Reformation. But as the religious reform movement gained strength, many people left the Catholic Church and **embraced** the teachings of various Protestant reformers.

Before Luther wrote his Ninety-Five Theses, western Europe had been largely united by a single religion: Catholicism. After Luther, northern and northwestern Europe became strongholds for Lutheran, Calvinist, and other Protestant believers. Southern Europeans, especially those in Spain, France, and Italy, remained primarily Catholic. By the 1530s, Europe was deeply divided by religion.

As the number of **converts** to Protestantism grew, leaders in the Catholic Church realized they needed to take action. The Catholic Church's response to the Reformation is called the Catholic Reformation, or the Counter-Reformation. It opposed, or countered, the Protestant-driven Reformation.

Several popes were involved with the Catholic Reformation, but the man who started things moving was Pope Paul III.

### The Catholic Reformation Gets Underway

In 1536 CE, Pope Paul III appointed a group of **cardinals** to investigate what was right—and wrong—with the Church. The cardinals identified many problems. These included corrupt practices such as issuing indulgences for money. Their findings also revealed a relatively uneducated priesthood, and monasteries and religious **orders** that were not following Church teachings.

After considering the cardinals' report, the pope and his advisors laid down plans for reform. They decided to focus on weeding out corrupt practices within the Church. They saw the need to more clearly state Catholic beliefs and teachings. They also hoped to halt the spread of Protestantism and bring former Catholics back into the faith.

The goals seemed clear. Now the challenge was to accomplish them.

### **Ignatius of Loyola and the Jesuits**

One of the first things Pope Paul III did was to encourage new religious orders within the Church to help promote reform. Perhaps the most influential of these Catholic organizations was the Society of Jesus, or the Jesuits, as they were also known. Ignatius of Loyola, a Spanish priest, had founded the Jesuits several years earlier.



Ignatius as a soldier at the Battle of Pamplona in 1521 CE

Ignatius had taken a long and unusual path to the priesthood. Born in 1491 CE—the year before Christopher Columbus sailed for the New World—he had spent his early adult years in the Spanish military. While defending a Spanish fort from an invading French army, Ignatius was hit by a cannonball.

The cannonball shattered the bones in one of his legs. His recovery was slow and painful. He was forced to spend a lot of time lying down while his leg healed. To pass the days, Ignatius read. However, the only available reading materials in the place where he was recovering were religious books. There was an illustrated book that told the story of Christ's life and a book about Catholic saints.

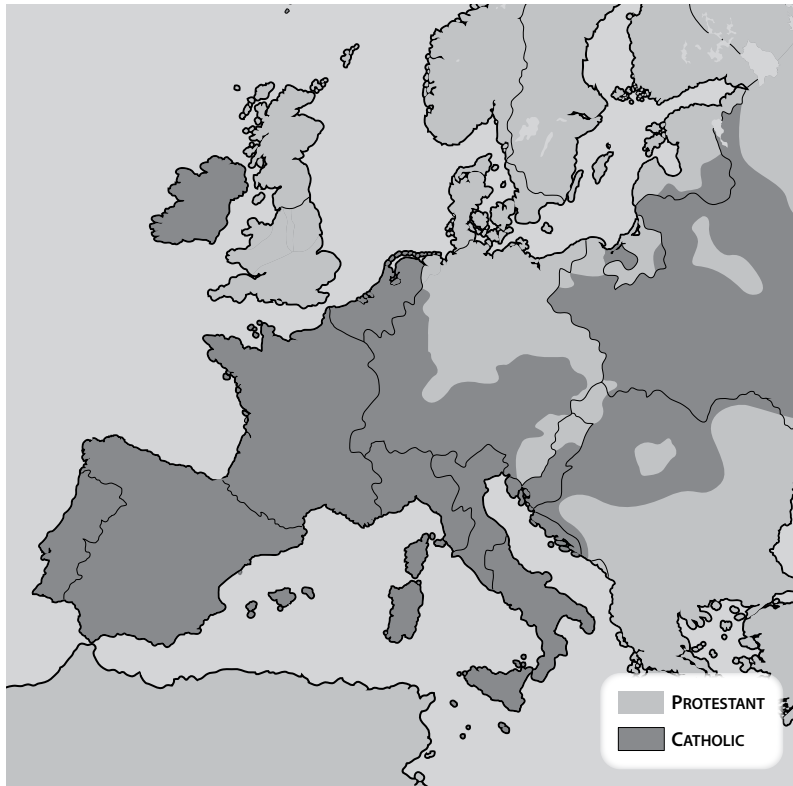
As Ignatius read, he felt he was being called by God to a new life of good works. After his leg healed, he left the military and studied to become a priest.

While studying for the priesthood, Ignatius kept detailed journals in which he wrote about the challenges of his new **calling**. Later in life, he turned his journals into an inspirational text called *Spiritual Exercises*, complete with prayers and meditations. Ignatius thought the book might help guide others on their own **spiritual** journeys. *Spiritual Exercises* became quite popular and was translated into many different languages.

Ignatius was elected the first leader of the Society of Jesus, after it officially became a Catholic religious order. He counseled his fellow Jesuits to serve “without hard words or contempt for people’s errors.” Ignatius died in 1556 CE. He was declared a saint by the Catholic Church in the early 1600s, and so became St. Ignatius of Loyola.



Ignatius of Loyola



Ireland and southern European countries remained primarily Catholic.

How did the Jesuits help the Catholic Reformation? They worked to revive Catholicism in Europe and spread the faith to the New World. The members of the Jesuit order were well-educated. They were dedicated to teaching as well as preaching, and they built many schools and universities. Jesuits became tutors to the children of princes and noblemen in many European countries. Jesuits traveled far and wide as missionaries, bringing education and Catholic beliefs to the Americas and parts of Asia. Although the Catholic Church had lost power and influence in Europe during the Reformation, the Jesuits helped the Church regain some of what had been lost. They also helped the Church grow in parts of the world beyond Europe.

### Council of Trent

In 1545 CE, Pope Paul III sent out a papal bull summoning the Catholic bishops of Europe to Trento, a city in what is now northern Italy. There they met to discuss and decide how best to reform the Church. The Council of Trent, as it came to be called, was the Catholic Church's organized response to the Reformation.

The Council of Trent met in three separate sessions between 1545 and 1563 CE. The Council issued formal declarations that explained why the Church disagreed with the teachings of Protestant reformers. They clarified the doctrines that formed the basis of the Catholic faith. They affirmed that Church traditions as well as the Bible were the foundation of Catholic beliefs. The Council also took steps to reform corrupt practices within the Church by issuing a number of reform **decrees**.

Decisions made by the Council played a key role in **revitalizing** and unifying the Catholic Church. Some parts of Europe that had turned to Protestantism, including Austria, Poland, and a part of Germany called Bavaria, reverted back to Catholicism.

### Other Actions of the Council

In Chapter One, you read about Johann Gutenberg and the invention of a printing press. By the early 1500s, hundreds of thousands of books and pamphlets were in print and being read by Europeans. Leaders of the Catholic Church recognized the power of the printed word. In an attempt to stop the spread of anti-Catholic writings, the Council of Trent decided to try to control what Catholics were allowed to read. The Council had Church leaders review new publications. If those materials went against Church teachings, they were **censored**.



Burning of heretical books by Pedro Berruguete

Furthermore, the Council created the *Index of Forbidden Books*, a list of publications that were banned, or forbidden. By creating the index, the Church hoped to keep heretical or what they considered **immoral** writings from corrupting the minds of its faithful followers. Nearly all books written by Protestants were banned. Even the writings of some reform-minded Catholics, such as Desiderius Erasmus, were banned as well. Anyone caught reading, selling, or owning a banned book faced punishment.

Pope Paul III also revived the Inquisition as part of the Church's response to the Reformation. As you have discovered, the Inquisition was the court system of the Catholic Church. It was tasked with rooting out heresy. The *Index of Forbidden Books* and the Inquisition were the two primary tools that the Church used to counteract Protestant ideas.

### Results of the Reformations

By the second half of the 1500s, many of the problems in the Catholic Church that had triggered the Reformation had been corrected or greatly reduced. The Council of Trent had purged the Church, leaving it stronger and more united. However, it was clear that Catholic and Protestant sects, though now reconciled on some issues, would never be united again.

The Reformation and the Catholic Reformation left Christians in Europe bitterly divided. In Catholic-controlled areas, Protestants were **persecuted** as heretics. In Protestant strongholds, Catholics were persecuted with equal brutality. Some conflicts flared into terrible wars that lasted many years. In fact, these two religious reformations sparked many years of warfare in Europe.

But there also were positive outcomes as a result of these two reform movements. Ordinary people—not just the wealthy nobility—had access to Bibles and other texts that were printed in their native language. To some extent, people had a choice about which religion they could follow. They were able to associate more freely with others who shared the same beliefs. Kings gained greater control over their kingdoms. And over time, their subjects began to identify more with countries and empires rather than with a particular religion.



NAME: \_\_\_\_\_

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## Correlative Conjunctions

| Correlative Conjunctions | Function    | Example                                                                                  |
|--------------------------|-------------|------------------------------------------------------------------------------------------|
| either/or                | alternative | During the weekend, Alisha likes to <b>either</b> go swimming <b>or</b> play basketball. |
| neither/nor              | alternative | Alisha <b>neither</b> likes spiders <b>nor</b> does she like scary stories.              |
| both/and                 | addition    | <b>Both</b> Devon <b>and</b> Nadia are Alisha's good friends.                            |
| not only/but also        | addition    | Alisha is <b>not only</b> active, <b>but also</b> smart.                                 |

*Ask your partner questions 1–3. Write down your partner's answer to each question on the line next to the question.*

1. What are two activities you enjoy doing? \_\_\_\_\_
2. What are two things you do not like? \_\_\_\_\_
3. Who are two of your good friends? \_\_\_\_\_

*Answer the following question about your partner, using their answers to the previous questions.*

4. How would you describe your partner? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Use the information you have gathered about your partner to write a paragraph about your partner. Be sure to use all four correlative conjunctions: *either/or*, *neither/nor*, *both/and*, and *not only/but also*.

[illegible]

NAME: \_\_\_\_\_

9.5

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Suffix *-ist*

Write the correct word to complete each sentence.

|           |         |         |
|-----------|---------|---------|
| piano     | soloist | art     |
| dentist   | pianist | science |
| scientist | solo    | artist  |

1. There are several examples of \_\_\_\_\_ from the Renaissance movement that are still well-known today, such as da Vinci's *Mona Lisa*.
2. Advances made in \_\_\_\_\_ during the time of the Reformation showed that the earth was not at the center of the universe.
3. Mia walked up to the \_\_\_\_\_ and began pressing on its black and white keys to listen to the different sounds they make.
4. Many people prefer to perform as part of a large orchestra, but Vanessa prefers to be a(n) \_\_\_\_\_.
5. Javier visited the \_\_\_\_\_ to get the pain in his tooth checked out.

6. The \_\_\_\_\_ lived with the patron as he worked on a piece of art for the patron's family.
7. The \_\_\_\_\_ did not miss a note as she performed the difficult piano piece.
8. Brooklyn was nervous as she walked onto the stage to sing her \_\_\_\_\_.
9. Copernicus was the \_\_\_\_\_ who observed that the earth and other planets revolve around the sun.

*Write a sentence using the following word.*

10. *novelist*

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**Challenge** Using your knowledge of the suffix *-ist*, determine the meaning of the following word with the suffix *-ist*.

Root Word: *meteorology*

Meaning: a science dealing with the study of Earth's atmosphere and weather

Affixed Word: *meteorologist*

Meaning: \_\_\_\_\_

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## Practice Spelling Words

*Write the correct word to complete each sentence. You may need to add –s to make the word correctly fit in the sentence. As you write each word, remember to spell it syllable by syllable. Words will not be used more than once; some words will not be used.*

|              |            |             |            |
|--------------|------------|-------------|------------|
| immeasurable | immobile   | impatient   | impossible |
| incorrect    | indefinite | independent | incomplete |
| excavate     | exclude    | exterior    | export     |

1. The lever of the printing press became stuck and \_\_\_\_\_, so the shopkeeper needed to repair it.
2. Henri told Jacques, “If you do not know the letters, it is \_\_\_\_\_ to read.”
3. The power of the Church during the Middle Ages was \_\_\_\_\_; it affected the lives of every person.
4. Luther argued that the Catholic Church was \_\_\_\_\_ in many of its practices and teachings.
5. The pope grew \_\_\_\_\_ and upset as he waited for Luther to come to Rome for trial.

6. At first, Copernicus's findings were \_\_\_\_\_; he wanted to do more observation of the night sky before coming to a conclusion.

7. The team of archeologists dug into the canyon for several months to \_\_\_\_\_ the dinosaur bones.

8. The \_\_\_\_\_ of the castle tumbled down during the attack.

9. The United States \_\_\_\_\_ machines and engines to other countries.

*For each of the spelling words that has not been used, write a sentence. Be sure to use correct capitalization and punctuation.*

10. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

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## Spelling Assessment

*Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

*Write the sentence as your teacher reads it out loud.*

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## Unit Assessment—*The Reformation*

### Reading Comprehension

*Today you will read two selections about the Reformation movement. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on the texts.*

### Causes and Outcomes of the Reformation

- 1 Throughout the Middle Ages, the Catholic Church was the most powerful institution in western Europe. It was a focal point in the lives of nobles and commoners alike. It provided much of the education and social welfare in medieval society. The authority of the Church was absolute in religious matters and therefore had great influence over people's lives.
- 2 The Church was also a wealthy institution. Power and wealth can be corrupting influences in any organization, and the Church was no exception. As people became more aware of corruption in the Church, dissatisfaction grew. In time, critics of the Church became increasingly outspoken in calling for reform.
- 3 In the 1500s, a wave of revolutionary religious reformers challenged the Church's teachings and authority. These Protestant reformers, as they came to be called, broke away from the Catholic Church. With their followers they established their own form of Christianity—Protestantism.
- 4 Martin Luther (1483–1546 CE) is one of the most influential figures of the Reformation. Luther felt the Church had strayed from the Bible's teachings, and saw no need for many of the Church's long-held traditions. Some of its practices, such as the selling of indulgences, also prompted Luther to speak out against the Church.
- 5 Luther was a persuasive speaker who knew how to stir up people's emotions. He also had a flair for drama. For example, once, the pope ordered Luther to recant statements he had made that contradicted Church teaching. Luther tossed the papal bull he had received onto a bonfire in front of a crowd.

- 6 Luther also had the power of the printing press working for him. Rapid publication of Luther's pamphlets and sermons helped him reach a large audience, far beyond Germany's borders. This was the first time in history that such a thing could happen.
- 7 Politics also played a large role in Luther's successful break from the Catholic Church. Many of Germany's princes were tired of being told how to rule their territories by the pope in Rome. They were fed up with paying large sums of money to support the Church as well. Luther's push for religious reform was an opportunity for them to acquire greater power over their lands, and wealth, too. German princes who favored Luther helped support him and his followers. Parts of northern Germany became strongholds for Lutherans, as the followers of Martin Luther came to be called.
- 8 Protestant reformer John Calvin (1509–1564 CE) arrived on the scene in the 1530s. Based in the city of Geneva, Calvin's rejection of Catholic teachings was even more far-reaching than Luther's. Calvin believed strongly in predestination. This is the belief that God has already decided who is bound for heaven.
- 9 The Reformation left Europe deeply divided. For the most part, Protestants and Catholics turned against each other. Protestant groups were no more tolerant of dissenting religious views than the Catholic Church had been. In Protestant strongholds, Catholics were forced to convert or face severe penalties. Monasteries and convents were closed. Where Catholicism reigned, Protestants were treated just as badly.
- 10 The Catholic Church had to respond to such criticism. In fact, pressure for reform had been building within the Catholic Church even before Martin Luther. The Council of Trent met periodically from 1545 through 1563 CE. It was a key part of the Catholic Reformation (also known as the Counter-Reformation). The Council laid out the Catholic response to the Protestant reformers. It rejected all of the arguments that Luther and the other reformers had made against Church teachings. It also attempted to educate people and help them gain a clearer understanding of Church doctrines and practices. One way of doing this was to establish new religious orders such as the Jesuits. The Jesuits opened schools and universities. They worked in local communities. The Catholic Church put an end to many of the abuses and corruptions that had troubled it for so long. Aware of the power of the printing press, the Council took strong action to curb the spread of Protestantism. They banned certain books, and published others, promoting the traditional Catholic theology. In essence, the Catholic Church fought back.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 10.2

CONTINUED

### ASSESSMENT

- 11 The Catholic Church emerged from the Counter-Reformation with a better-educated clergy and a clearer focus. It was less corrupt and remained a central part of many people's lives. The Church continued to spread its message far and wide. However, it never really regained the religious and political power it enjoyed during the Middle Ages.

## Questions

1. What are the main factors that made the Catholic Church the most powerful institution in western Europe during the Middle Ages?

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2. In paragraph 2, the author writes, “As people became more aware of corruption in the Church, dissatisfaction grew.” Which of the following phrases describes the meaning of the word *corruption* in this sentence?

- A. truthful actions by those in power
- B. social welfare actions to help others
- C. dishonest behavior by those in power
- D. social welfare actions to harm others

3. What are three reasons Martin Luther was such an influential figure of the Reformation?

- A. He did not believe in the Church’s teachings.
- B. He was a persuasive and dramatic speaker.
- C. People were no longer educated by the Church.
- D. The Church was not challenged by religious reformers.
- E. German princes supported Luther.
- F. The printing press helped him reach a large audience.
- G. Protestant reformers broke away from the Church.

NAME: \_\_\_\_\_

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4. What was one of John Calvin's main beliefs?
- A. God has already decided who will go to heaven.
  - B. People work to earn their way into heaven.
  - C. The Catholic Church was wrong in its teaching.
  - D. Church traditions should be upheld.
5. The first column of the following chart lists the challenges the Catholic Church faced during the Reformation. In the second column, write how the Church responded to the challenges. The last row is blank; find one more challenge the Church faced and provide its response.

| Challenges Facing the Catholic Church During Reformation | How the Catholic Church Responded to Challenges |
|----------------------------------------------------------|-------------------------------------------------|
| the teachings of Martin Luther and other reformers       |                                                 |
| misunderstanding of Church doctrine                      |                                                 |
| the printing press had spread the teachings of Luther    |                                                 |
|                                                          |                                                 |

6. Were the Church's reform efforts during the Reformation effective? Why or why not? Use information from the text to support your answer.

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*Selection 1 Reading Comprehension Score: \_\_\_\_\_ /6 points.*

## Henry VIII and the English Reformation

- 1 Martin Luther triggered the Reformation in Europe. In England, it was King Henry VIII who made the break with the Catholic Church.
- 2 Henry became king in 1509 CE, when his father died, leaving him next in line to the throne. Just 18 years old at the time, the young king was far more interested in jousting, hunting, and dancing than running a country.
- 3 England was a Catholic country, and initially, relations were good between Henry and the pope in Rome. Not long after he took the throne, however, Henry asked the pope's permission to marry Catherine of Aragon. Catherine had been married to Henry's brother Arthur, who died in 1502 CE. Why did Henry need to ask the pope's permission? He was a king, after all. According to a passage in the Bible, a man was not supposed to marry his brother's widow. The Church maintained that their position was clear on this point, and therefore prohibited a marriage like the one Henry was proposing. But Henry insisted. He asked the pope to grant a special dispensation, or an exception, to the law banning his marriage to Catherine. Eventually the pope agreed, the dispensation was granted, and the marriage took place.

### The King's Historic Decision

- 4 As much as Henry had wanted to marry Catherine, he had wanted a son—a male heir to the English throne—even more. Following the marriage, Catherine gave birth to several children, but only one, Mary, survived infancy. As the years passed, the king grew increasingly frustrated and concerned that they did not have a son.
- 5 It seemed to Henry that there was only one solution: he would divorce Catherine and marry someone else. There was, however, a major problem with this plan. The Catholic Church prohibited divorce.
- 6 Yet Henry was determined to get his way. He reasoned that if the pope could grant him one dispensation, why not two? There was now a new pope in Rome, Clement VII, successor to the one who had granted the first dispensation. When

Henry submitted his request that his marriage to Catherine be annulled, or declared invalid, Clement refused. No amount of persuasion or pressure would change his mind. Why? One reason was that Catherine was the aunt of the influential Spanish King, Charles V. Another was that Charles had had Clement imprisoned during the sack of Rome in 1527 CE, and the pope had no desire to make him angry. A third reason was that if Clement granted Henry an annulment, he would be declaring that the dispensation for Henry and Catherine to marry had been a papal mistake.

- 7 Henry was furious at the pope's refusal to grant his request. He had already found another woman he wanted to marry named Anne Boleyn. Although Henry was still a devout Catholic, he couldn't tolerate idea of the pope standing in his way. So he broke with the Catholic Church. Beginning in 1532 CE, Henry and his advisor Thomas Cromwell convinced Parliament, the law-making body of the government, to pass a series of laws. The laws made Henry the head of the Church of England. In 1533 CE, Henry divorced Catherine and married Anne Boleyn. He then demanded that all his subjects swear an oath of allegiance, or loyalty, to him. The pope excommunicated Henry for his actions. The English Reformation had begun.

## Henry's Wives

- 8 Anne Boleyn gave Henry another daughter, Elizabeth, but no sons. In time, Henry grew tired of Anne, had her executed, and married again. His third wife, Jane Seymour, did give him a son, Edward. Jane died shortly after giving birth.
- 9 Now Henry needed a new queen. His advisor Cromwell looked to the Protestant countries of Europe for suitable candidates. Hoping to link England with the Protestant German nobility, Cromwell urged Henry to marry a German princess named Anne of Cleves. It was a big mistake on Cromwell's part because Henry didn't like Anne! In 1540 CE, Henry divorced Anne and had Cromwell executed!
- 10 Over the next few years, Henry's health failed. However he was not done with marriage. After Anne of Cleves, Henry married two more times. He married the beautiful, young Catherine Howard who sadly betrayed Henry. She too was executed. His last wife, Catherine Parr, outlived Henry VIII.
- 11 Henry died in 1547 CE. His nine-year-old son Edward VI took the throne. However, Edward was king for just a few years. He died at the tender age of 15 years.

## Questions

7. The second section of this text is titled “The King’s Historic Decision.” What is the meaning of this title?
- A. The king broke away from the Catholic Church.
  - B. The king supported the Catholic Church.
  - C. The king spread the teachings of the Catholic Church.
  - D. The king communicated and worked closely with the pope.
8. In paragraph 3, the author writes that Henry insisted that he be allowed to marry Catherine of Aragon. What is the meaning of the word “insisted”?
- A. requested
  - B. hoped
  - C. asked
  - D. demanded
9. Which of the following was a reason for the ending of more than one of Henry’s marriages?
- A. execution of wife
  - B. wife moved away
  - C. natural death of Henry
  - D. natural death of a child
10. Based on the text, what inference can be made about King Henry VIII?
- A. He was respectful of others.
  - B. He would not give up and had to have and do things his way.
  - C. He was fearful of the Catholic Church and its leaders.
  - D. He easily accepted people’s answers and advice.

*Selection 2 Reading Comprehension Score: \_\_\_\_\_ /4 points.*

*Reading Comprehension Total: \_\_\_\_\_ /10 points.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 10.2

CONTINUED

## ASSESSMENT

## Writing Prompt

*Compare and contrast the roles that Martin Luther and King Henry VIII had in the Reformation and Catholic Church. What were their motivations for challenging the Catholic Church? How did each man go about challenging the Catholic Church? Be sure to use information from the texts to support your answer.*

[illegible]

Writing Prompt Score: \_\_\_\_\_/4 points.

## Grammar

*Underline the interjection in each sentence. Then write the type of interjection on the line that follows, strong or mild.*

1. Hooray! We get to have ice cream after dinner tonight.

Type: \_\_\_\_\_

2. Oh, I'll just wait here for my friend.

Type: \_\_\_\_\_

3. Gross, I stepped on a piece of gum.

Type: \_\_\_\_\_

4. Stop! A car is coming.

Type: \_\_\_\_\_

*Fill in the blanks of the sentences with the correct linking verb.*

5. [past/to be] My sister \_\_\_\_\_ excited when she learned to read.

6. [present/to look] The flowers blooming in the garden \_\_\_\_\_ pretty.

7. [past/to sound] The thunder last night \_\_\_\_\_ very loud.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.2**  
CONTINUED

ASSESSMENT

*Write the correct preposition to complete each sentence. Some prepositions may not be used at all. Then write the function (place, time, or partner) in the box below the preposition.*

|    |       |        |     |
|----|-------|--------|-----|
| in | to    | with   | for |
| up | after | around | on  |

8. \_\_\_\_\_ playing basketball, I like to drink a big glass of water.

9. The astronomer used the powerful telescope to look \_\_\_\_\_ at the planets \_\_\_\_\_ the sky.

10. The colorful ribbon was wrapped \_\_\_\_\_ the gift box.

*Write a sentence for each of the correlative conjunctions pair.*

11. *both/and*

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12. *not only/but also*

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*Grammar Total: \_\_\_\_\_ of 12 points.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**10.2**  
CONTINUED

ASSESSMENT

## Morphology

*Write the correct word to complete each sentence.*

1. Bai asked her friend to \_\_\_\_\_ her about the Reformation, a  
(lighten, enlighten, close, enclose)  
topic she knew nothing about.
2. Reviewing his homework will \_\_\_\_\_ Louis to do well on his  
(danger, endanger, enable, able)  
test tomorrow.
3. Shanti took pictures of the old, strong walls that \_\_\_\_\_ the  
(sure, ensured, closed, enclosed)  
city and helped to keep invaders away.
4. The \_\_\_\_\_ has written over 20 books during her career.  
(pianist, scientist, novelist, dentist)
5. I visit the \_\_\_\_\_ twice a year to have my teeth cleaned.  
(scientist, dentist, novelist, pianist)

*Morphology Total: \_\_\_\_\_ /5 points.*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## *The Reformation* Mid-Unit Content Assessment

- \_\_\_\_\_ invented a printing press with \_\_\_\_\_ type.
  - John Calvin; movable
  - Martin Luther; woodblock
  - Johann Gutenberg; handwritten
  - Johann Gutenberg; movable
- The column on the left lists key features of the different approaches to bookmaking in Europe. Put a check mark beside the feature in the correct column for how books were made.

| Key Features                        | Books Made by Hand | Books Made by Printing Press |
|-------------------------------------|--------------------|------------------------------|
| A. took months to make              |                    |                              |
| B. took days to make                |                    |                              |
| C. used type arranged to form words |                    |                              |
| D. handwritten                      |                    |                              |
| E. affordable                       |                    |                              |
| F. made by monks                    |                    |                              |
| G. expensive                        |                    |                              |

3. How did Gutenberg's invention of a printing press impact the everyday lives of people during this time period?

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4. Think of one adjective to describe the Catholic Church during the Middle Ages and Renaissance. Write the adjective in the first blank and then explain your choice of adjective by completing the sentence.

The Catholic Church was \_\_\_\_\_ during the Middle Ages and Renaissance because \_\_\_\_\_

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5. The reformer named \_\_\_\_\_ viewed the Catholic Church as \_\_\_\_\_ because of the issuing of indulgences.

- A. Johann Gutenberg; moral
- B. Martin Luther; peaceful
- C. Martin Luther; corrupt
- D. John Calvin; faithful

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6. What is the relationship between Martin Luther's Ninety-Five Theses and the Reformation?

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7. How did Martin Luther, the Anabaptists, and John Calvin challenge the Catholic Church?

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## ***The Reformation* End-of-Unit Content Assessment**

1. \_\_\_\_\_ changed Europe when he invented a printing press with movable type. This press aided in the distribution of texts written by \_\_\_\_\_, the man credited with sparking the \_\_\_\_\_.
  - A. Johann Gutenberg; John Calvin; Catholic Reformation
  - B. Martin Luther; Johann Gutenberg; Protestant Reformation
  - C. Johann Gutenberg; Martin Luther; Protestant Reformation
  - D. Martin Luther; Erasmus; Catholic Reformation
  
2. Gutenberg's invention of a printing press was important because it \_\_\_\_\_. (Select all that apply).
  - A. translated books into English
  - B. made books more readily available to people
  - C. allowed monks to press books more slowly
  - D. could print several hundred pages a day
  - E. promoted the spread of new knowledge and ideas
  
3. List three adjectives that describe the Catholic Church during the Middle Ages and the Renaissance.

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4. Who was Martin Luther?

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5. The Ninety-Five Theses were \_\_\_\_\_.

- A. Luther's objections to the issuing of indulgences
- B. names of the people who led the Reformation movement
- C. books printed for the Catholic Church
- D. beliefs held by John Calvin

6. Explain the relationship between the Ninety-Five Theses and the Reformation.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7. Choose one of the following and write about the role the person or group played in the Reformation movement: Martin Luther, the Anabaptists, or John Calvin.

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8. How are the geocentric model and the heliocentric model of the universe different from one another?

- A. The geocentric model states that the sun is the center of the universe; the heliocentric model states the earth is the center of the universe.
- B. The geocentric model states the earth is the center of the universe; the heliocentric model states the sun is the center of the universe.
- C. The geocentric model states Jupiter's moons are the center of the universe; the heliocentric model states the sun is the center of the universe.
- D. The geocentric model states the earth is the center of the universe; the heliocentric model states the moon is the center of the universe.

*The following question has two parts. Answer Part A and then answer Part B.*

9. **Part A:** How did the scientific theories of Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei challenge the views of the Church during the Reformation?
- A. Copernicus, Kepler, and Galileo all supported the Church's views that the earth is at the center of the universe.
  - B. The work of Copernicus, Kepler, and Galileo did not challenge the views of the Church during the Reformation.
  - C. The work of Copernicus, Kepler, and Galileo showed evidence that the Church's view that the earth is at the center of the universe was incorrect.
  - D. Kepler and Galileo worked to disprove Copernicus's work showing the sun was the center of the universe.

**Part B:** How did the Church respond to Galileo's challenge?

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10. The Jesuits, led by \_\_\_\_\_, helped the Catholic Reformation by reviving Catholicism in Europe and spreading the faith to the New World.
- A. Martin Luther
  - B. Christopher Columbus
  - C. John Calvin
  - D. Ignatius of Loyola
11. Which of the following were actions the Catholic Church took to reform itself? Circle all that apply.
- A. created the *Index of Forbidden Books*
  - B. built walls around major Catholic cities to keep out Protestants
  - C. took steps to reform corrupt practices within the Church
  - D. established new religious orders such as the Jesuits

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12. How did the Protestant and Catholic Reformations impact Europe? Circle all that apply.
- A. The Catholic Church weakened further.
  - B. Conflicts flared between Christians that led to wars lasting many years.
  - C. More people had access to Bibles printed in their native language.
  - D. Kings lost control over their kingdoms as the Church took more control of people and land.
  - E. People began to identify more with countries and empires rather than with a particular religion.
  - F. Europe was bitterly divided between Protestants and Catholics.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Interjections

*Underline the interjection in each sentence.*

1. Bravo! You played the flute very well.
2. Yikes, the test is today?
3. Hmm, let me think about that and get back to you.
4. Oh no! I forgot my keys.
5. Grr! Stop interrupting while I am talking.

*Write the interjection that best fits each sentence. Then write the type of interjection (strong or mild) on the line that follows.*

|     |     |     |
|-----|-----|-----|
| Ew  | Yay | Shh |
| Wow | Ow  | Oh  |

1. \_\_\_\_\_! I stubbed my toe against the wall.

Type: \_\_\_\_\_

2. \_\_\_\_\_! Those fireworks look amazing.

Type: \_\_\_\_\_

3. \_\_\_\_\_, don't say it so loudly; mom might hear about the surprise.

Type: \_\_\_\_\_

4. \_\_\_\_\_! Spring break is next week.

Type: \_\_\_\_\_

5. \_\_\_\_\_, I did not know that I hurt your feelings.

Type: \_\_\_\_\_

*Write a response to each situation that includes an interjection. Remember to include the correct punctuation following the interjection.*

1. You tasted something awful.

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2. Your friend won the spelling bee.

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3. The book you wanted to borrow is finally available at the library.

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4. You accidentally spilled water on the book.

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NAME: \_\_\_\_\_

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## Subject-Linking Verb Agreement

*Fill in the blanks of the sentences with the correct linking verb.*

1. [past/*to be*] Martin Luther \_\_\_\_\_ unhappy with the Catholic Church.
2. [past/*to be*] During the Middle Ages, most people \_\_\_\_\_ illiterate.
3. [past/*to feel*] The Church \_\_\_\_\_ responsible for changing their ways.
4. [past/*to feel*] The Catholic Church \_\_\_\_\_ threatened by Martin Luther's ideas.
5. [past/*to look*] The pope \_\_\_\_\_ furious when Luther refused to change his mind about his beliefs.
6. [present/*to sound*] The letter from the pope \_\_\_\_\_ serious.
7. [present/*to be*] Rome \_\_\_\_\_ popular because of its historical sites.
8. [past/*to be*] The monks \_\_\_\_\_ patient as they copied books with pen and ink on thin sheets of paper.

9. [present/*to be*] The stained glass windows \_\_\_\_\_ colorful and decorative.

10. [present/*to be*] I \_\_\_\_\_ amazed with Galileo's discoveries.

*Write two sentences with linking verbs. One sentence should use a linking verb in the present tense and one sentence should use a linking verb in the past tense.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Prepositions

Write the correct preposition to complete each sentence. Some prepositions will be used more than once. Then write the function (place, time, or partner) in the box below the preposition.

|       |     |        |    |
|-------|-----|--------|----|
| with  | up  | to     | in |
| after | for | around |    |

Example: Before the Reformation, many people believed that the  
time  
earth was at the center of the universe.  
place

- Galileo was born \_\_\_\_\_ 1564 CE \_\_\_\_\_ the city of  
Pisa, Italy.
- He used a telescope to look \_\_\_\_\_ at the night sky and saw  
  
craters \_\_\_\_\_ the moon's surface. Galileo also saw four moons  
  
orbiting \_\_\_\_\_ Jupiter.
- \_\_\_\_\_ 1610 CE, Galileo published a book called *The Starry*  
  
*Messenger*, in which he wrote about what he observed \_\_\_\_\_ his  
  
telescope.

4. Galileo was summoned \_\_\_\_\_ Rome where he was ordered to stop  
\_\_\_\_\_ talking about his ideas, so he decided to keep quiet \_\_\_\_\_ a few years.  
\_\_\_\_\_
5. Astronomers and mathematicians who came \_\_\_\_\_ Galileo found  
\_\_\_\_\_ more evidence that he was correct. \_\_\_\_\_ the middle of the 1700s,  
\_\_\_\_\_ the Church began acknowledging the evidence that the planets circle around the sun.

*Answer the following questions in complete sentences, using the prepositions in the word box. You will not need to use all of the prepositions. Underline the preposition(s) in your sentence.*

|         |       |        |    |
|---------|-------|--------|----|
| next to | with  | on     | at |
| around  | after | before | in |

1. When do you leave your home to come to school?

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2. Where do you usually spend recess and who do you usually spend it with?

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3. What is your favorite place in the community and when do you usually go there?

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NAME: \_\_\_\_\_

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## Correlative Conjunctions

Write two sentences for each of the correlative conjunctions pairs in the chart.

| Correlative Conjunctions | Function    | Example                                                                                  |
|--------------------------|-------------|------------------------------------------------------------------------------------------|
| either/or                | alternative | During the weekend, Alisha likes to <b>either</b> go swimming <b>or</b> play basketball. |
| neither/nor              | alternative | Alisha <b>neither</b> likes spiders <b>nor</b> does she like scary stories.              |
| both/and                 | addition    | <b>Both</b> Devon <b>and</b> Nadia are Alisha's good friends.                            |
| not only/but also        | addition    | Alisha is <b>not only</b> active, <b>but also</b> smart.                                 |

1. *either/or*

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2. *neither/nor*

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3. *both/and*

---

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4. *not only/but also*

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---

5. *either/or*

---

---

6. *neither/nor*

---

---

7. *both/and*

---

---

8. *not only/but also*

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NAME: \_\_\_\_\_

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## Prefix *en-*

*Write the correct word to complete each sentence.*

1. After Jacques cleaned the letters, they were \_\_\_\_\_ in a box.  
(enforced, forced, encased, cased)
2. Jacques was \_\_\_\_\_ to read after a few months of working at the printing shop.  
(able, enable, sure, ensure)
3. During his time at the monastery, Luther may have \_\_\_\_\_ himself in a room to read the Bible.  
(cased, encased, closed, enclosed)
4. Studying biblical passages likely \_\_\_\_\_ Luther to see the corruption in the Church.  
(enlivened, enlightened, endangered, enforced)
5. Church leaders worried that the spread of Luther's ideas would put their authority in \_\_\_\_\_.  
(danger, endanger, rage, enrage)
6. Pope Paul III appointed leaders to \_\_\_\_\_ Church teachings.  
(force, enforce, able, enable)

*Write the meaning of the root word. Then, add the prefix en- to the word. Determine the part of speech and meaning of the new word. Write a sentence using the new word.*

1. *sure*

Meaning: (*adj.*) \_\_\_\_\_

Add *en-*: \_\_\_\_\_

New meaning: (     ) \_\_\_\_\_

Sentence:

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2. *rage*

Meaning: (*n.*) \_\_\_\_\_

Add *en-*: \_\_\_\_\_

New meaning: (     ) \_\_\_\_\_

Sentence:

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Suffix *-ist*

*Write the correct word to complete each sentence.*

|         |           |         |
|---------|-----------|---------|
| science | novelist  | dentist |
| piano   | scientist | novel   |
| pianist | art       |         |

1. *The House on Mango Street* is a \_\_\_\_\_ by Mexican-American writer Sandra Cisneros.
2. Our \_\_\_\_\_ used to belong to my grandfather, who gave it to us so I could learn to play.
3. The \_\_\_\_\_ put on her white lab coat and safety goggles before starting the experiment.
4. My last visit to the \_\_\_\_\_ went very well—no cavities!
5. Biology, chemistry, and geology are all branches of \_\_\_\_\_.
6. The \_\_\_\_\_ spent months practicing famous piano pieces before his audition to play a solo.
7. Poems, paintings, and sculptures are all types of \_\_\_\_\_.

Write the correct word from the word box from the previous page to answer each riddle.

8. I work in a branch of science and gather evidence from various sources to learn more about what I study. Who am I?

---

9. I write fictional books. Who am I?

---

**Challenge** Using your knowledge of the suffix *-ist*, determine the meaning of the following words with the suffix *-ist*.

Root Word: *archeology*

Meaning: a science that studies the past human life and activities of ancient people by studying bones, tools, and other artifacts

Affixed Word: *archeologist*

Meaning:

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Root Word: *percussion*

Meaning: musical instruments that are played by hitting or shaking, such as drums and cymbals

Affixed Word: *percussionist*

Meaning:

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NAME: \_\_\_\_\_

**E1.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Erasmus and the Reformation

*As you read the enrichment selection, “Erasmus and the Reformation,” answer the following questions using complete sentences.*

1. Describe Erasmus’s relationship with the Catholic Church.

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Page(s) \_\_\_\_\_

2. Why is the title of the section on page 66 “Caught in the Middle?”

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3. Why did Erasmus move away from Basel in 1529 CE and then move back to Basel in 1535 CE?

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Page(s) \_\_\_\_\_

4. How did Erasmus likely help save Martin Luther's life?

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Page(s) \_\_\_\_\_

5. From the following list, choose the adjective you think best describes Erasmus. Then, in a few sentences, make an argument for why that adjective best describes him. Be sure to use evidence from the text to support your argument.

**stubborn, *adj.*** being determined not to change your mind or opinion

**principled, *adj.*** always acting in accordance with your morals and/or beliefs

**generous, *adj.*** showing kindness and a readiness to give things to others

**peace-loving, *adj.*** showing an aversion to fighting and conflict; supporting non-violence

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### Life and Achievements of Copernicus

*As you read the selection, “Life and Achievements of Copernicus,” take notes on each section. Use the questions in the right-hand column as hints to guide your note-taking, though you might take notes on important information that is not covered by the questions. Incorporate as many vocabulary words into your notes as possible. Then, answer the question to the right of your notes.*

| Section               | Notes and Page Numbers | Question                                                                    |
|-----------------------|------------------------|-----------------------------------------------------------------------------|
| The Polish Astronomer |                        | What did Copernicus learn in school and what did he learn from observation? |
| The Little Commentary |                        | What was <i>The Little Commentary</i> ?                                     |

| Section             | Notes and Page Numbers | Question                                                                                                        |
|---------------------|------------------------|-----------------------------------------------------------------------------------------------------------------|
| A Life's Work       |                        | Why did it take Copernicus so long to publish <i>On the Revolutions</i> ?                                       |
| The Truth Comes Out |                        | What impact did Osiander's "letter to the reader" have on the public's reception of <i>On the Revolutions</i> ? |

NAME: \_\_\_\_\_

**E3.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Life and Achievements of Galileo

*As you read the selection, “Life and Achievements of Galileo,” answer the following questions using complete sentences.*

1. Galileo was known for proving people wrong by providing evidence. What important discoveries did he make, and how did he prove them with evidence?

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Page(s) \_\_\_\_\_

2. Galileo wrote in a letter to Kepler: “...I accepted the Copernican position several years ago...” What is the Copernican position Galileo accepted?

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Page(s) \_\_\_\_\_

Later in the same letter Galileo wrote that he was “...warned by the fortunes of Copernicus...” What does he mean by that statement?

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Page(s) \_\_\_\_\_

3. What did Galileo do to ensure that many people would read his book, *Dialogue Concerning the Two Chief World Systems*?

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Page(s) \_\_\_\_\_

4. The text states “Galileo is often called the father of modern astronomy, even of modern science.” Why is he called this?

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Page(s) \_\_\_\_\_

## Middle-of-Year Assessment – Reading Comprehension

*You will read four passages. After reading the first passage, you will answer several questions based on it. Then, you will read the second passage and answer several questions based on it. Next, you will read the third passage and answer several questions based on it. Finally, you will read the fourth passage and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

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### Passage 1:

#### Flying, Part I

Reeve Lindbergh

- 1 When I was your age, I was flying. I wasn't flying all the time, of course, and I didn't fly by myself, but there I was, nonetheless, on Saturday afternoons in the 1950s, several thousand feet in the air over the state of Connecticut, which is where I grew up. I sat in the back cockpit of a small airplane and looked down at the forests and the fields and the houses and the roads below me from an intense, vibrating height and hoped that my father, in the front cockpit, would not notice that I had cotton balls stuffed in my ears.
- 2 I always flew with my father, who had been a pioneer aviator in the 1920s and '30s. I think that he wanted to share his love for the air and for airplanes with his growing family, the way sportsminded fathers took their children to ball games on Saturdays and taught them to play catch afterward. My father took his children to the airport instead and taught them to fly.
- 3 Though he was the pilot on these flights, he did not own the airplane. It was a sixty-five horsepower Aeronca, with tandem cockpits, that he rented from a former bomber pilot whose name was Stanley. Stanley managed the airport, including the huge loaf-shaped hangar that served as a garage for repairs and maintenance to the aircraft, and he leased out the group of small planes tethered near the building like a fleet of fishing boats clustered around a pier.

- 4 It was Stanley, most often, who stood in front of the airplane and waited for my father to shout “Con-TACT!” from the cockpit window, at which time, Stanley gave the propeller a hefty downward shove that sent it spinning into action and started the plane shaking and shuddering on its way. The job of starting the propeller was simple but perilous. My father had warned us many times about the danger of standing anywhere near a propeller in action. We could list almost as well as he did the limbs that had been severed from the bodies of careless individuals “in a split second” by a propeller’s whirling force. Therefore, each time that Stanley started the propeller, I would peer through its blinding whirl to catch a glimpse of any pieces of him that might be flying through the air. Each time, I saw only Stanley, whole and smiling, waving us onto the asphalt runway with his cap in his hand and his hair blowing in the wind of our passing—“the propwash” my father called it.
- 5 My sister and my three brothers flew on Saturdays too. The older ones were taught to land and take off, to bank and dip, and even to turn the plane over in midair, although my second oldest brother confessed that he hated this—it made him feel so dizzy. The youngest of my three brothers, only a few years older than me, remembers my father instructing him to “lean into the curve” as the plane made a steep sideways dive toward the ground. My brother was already off balance, leaning away from the curve, and hanging on for dear life. For my sister, our father demonstrated “weightlessness” by having the plane climb so steeply and then dive so sharply that for a moment she could feel her body straining upward against her seatbelt, trying to fight free, while our father shouted out from the front seat that one of his gloves was actually floating in midair.
- 6 “See the glove? See the glove?” He called to her over the engine noise and explained that if this state of weightlessness could continue, everything inside the plane would go up in the air. My sister nodded, not speaking, because, she told me later, everything in her stomach was going up in the air, too, and she did not dare open her mouth.
- 7 My oldest brother took to flying immediately and eventually got a pilot’s license, though he ended up joining the navy and becoming a “frogman,” spending as much time underwater with an aqualung and a wetsuit as he ever had spent in the air. What he secretly yearned to do during the flying years, though, was to jump right out of an airplane altogether, with a parachute. Finally, many years later, he had his chance and told me about it afterward. He stood at the open door of the airplane, with the parachute strapped to his back, wobbling back and forth at first, like a baby bird afraid

to leave the nest. Then he jumped, fell about a hundred feet through the air, and only then pulled the cord that caused the chute to blossom around him like a great circular sail. Swaying under it, he floated toward the ground until he landed, fairly hard. I listened with astonishment; my brother's daring thrilled me to the bone.

- 8 My father on the other hand, along with most of the early aviators, was not impressed by the growing enthusiasm for parachute jumping as a sport. Young daredevils like my brother could call it “skydiving” if they wanted to, but the aviation pioneers referred to it disgustedly as “jumping out of a perfectly good airplane.” In their day, a pilot only jumped when he had to: if it was absolutely certain that the airplane was headed for a crash and the parachute was his only hope for survival.
- 9 I was considered too young for aerial adventures when I flew, so I did not get dizzy or sick or worry about whether my parachute would open. It was only the noise that gave me trouble. I have never shared other people's enthusiasm for loudness. I don't like sudden sounds that make you jump with alarm, like the noises of fireworks or guns, or endless sounds that pound in your head so hard you can't think about anything else, like the commotion made by jackhammers and the engines of small airplanes. My sister felt exactly the same way. In fact, she was the one who showed me how to stuff cotton balls in my ears, secretly, for takeoff—when the engine noise was loudest—and for as long during the flight as we could get away with it.
- 10 Our father frowned upon the cotton balls. If he saw them, he would make us remove them. He claimed that they diminished the experience of flying and were in any case unnecessary: The engine noise was not so terribly loud that one couldn't get used to it; he certainly had done so. But my sister and I agreed that the only reason he and the other early aviators had “gotten used to” the noise of airplane engines close to their ears was that they had been deafened early on. We were not about to let this happen to us!
- 11 My mother, who had also flown back in the early days, always told us that she had loved her experience as a glider pilot best, because there was such extraordinary quiet all around her. In the absence of the usual aircraft engine noise, she could hear the songs of birds and sometimes even the trilling of insects, crickets or cicadas, on the grassy hillsides below. She said that because there was no noise, she could actually feel the power of air, the way it could push up under the wings of a glider and keep it afloat—like a boat on water—with the strength of unseen currents. She talked about

“columns of air,” stretching like massive tree trunks between earth and sky. “Just because you can’t see the air doesn’t mean there’s nothing to it,” she said. “Most of the really important things in our lives are invisible, anyway.”

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1. Based on “Flying, Part I,” which statement best describes the differences between the author’s oldest and youngest brothers?
  - A. The author’s oldest brother is outgoing, but her youngest brother is shy.
  - B. The author’s oldest brother is playful, but her youngest brother is serious.
  - C. The author’s oldest brother is hardworking, but her youngest brother is lazy.
  - D. The author’s oldest brother is adventurous, but her youngest brother is cautious.
  
2. Based on “Flying, Part I,” how is the author **most** similar to her mother and sister?
  - A. They all enjoy the quiet.
  - B. They all appreciate nature.
  - C. They all get sick while flying.
  - D. They all feel trapped while flying.
  
3. **Part A:** Based on “Flying, Part I,” how are the author’s mother and father most similar?
  - A. They both enjoy flying.
  - B. They both take risks while flying.
  - C. They both value spending time alone.
  - D. They both value spending time alone.

NAME: \_\_\_\_\_

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**Part B:** Which two pieces of evidence best support the answer in Part A?

- A. “I think he wanted to share his love for the air and for airplanes with his growing family . . .” (paragraph 2 )
  - B. “My father had warned us many times about the danger of standing anywhere near a propeller in action.” (paragraph 4)
  - C. “. . . the plane made a steep sideways dive toward the ground.” (paragraph 5)
  - D. “He called to her over the engine noise . . .” (paragraph 6)
  - E. . . . she loved her experience as a glider pilot best . . .” (paragraph 11)
  - F. “In the absence of the usual aircraft engine noise, she could hear the songs of the birds . . .” (paragraph 11)
4. Reread paragraph 7. Based on the paragraph, what is the meaning of the phrase “thrilled me to the bone”?
- A. to greatly excite
  - B. to suddenly surprise
  - C. to become very relieved
  - D. to become extremely afraid
5. Based on the passage, describe the differences in how the author’s family members feel about flying. Support your answer with information from the passage.

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**Passage 2:****Flying, Part II***Reeve Lindbergh*

- 12 When it was my turn to fly with my father, I sat in the back cockpit and enjoyed the view all around me while he, in the front cockpit, flew the plane. I had a duplicate set of controls in back, with rudder pedals, a stick, and instruments, so that if I had been a true student pilot, I could have flown the plane myself, if called upon to do so. But since I was too young to understand or even to reach most of the controls in my cockpit, I just watched them move as if by magic, with no help from me at all, in response to my father's direction and will.
- 13 It looked easy. The stick in front of me, exactly like the one in front of my father in the forward cockpit, looked like the gearshift on our car. If it moved backward suddenly (toward me), it meant that my father had decided we were going up. There would be a rushing in my ears, in spite of the cotton, and as I looked over my father's head, through the front window of the aircraft, I would imagine that we were forcing our way right into heaven, higher and higher through ever more brilliantly white banks of cloud. I sometimes daydreamed of bumping into angels, assembled on one of these cloud banks with their halos and their harps, or startling St. Peter at the pearly gates, or God himself in his sanctuary.
- 14 But then, as I watched, my stick would point forward again, toward what I could see, over the front pilot seat, of the back of my father's neck, with its trim fringe of gray hair and a khaki shirt collar. Then the airplane would nose down, giving a cockeyed view on all sides of blue sky and wooded hillsides and little tiny roads with buglike cars creeping along them, so very slowly. When we were flying, I was struck always by the insignificance of the world we had left behind. Nothing on the ground had speed, compared to us. Nothing looked real. Once I had climbed into the airplane, all of life seemed concentrated inside the loud space of it, shaking but steady, with my father's own hand on the controls. We were completely self-sufficient, completely safe, rock solid in the center of the sky.

- 15 It was also a bit monotonous. My father did the same things and said the same things, loudly, over and over. I knew by heart that a pilot had to fly with a steady hand, with no sudden or jerky movements, just a little throttle here, a little wing dip there, always a light, even touch, always a calm approach. I knew all the stories about student pilots—those not already dismembered by propellers—who “froze” to the stick in a panic and could not let go, forcing the plane into a tragic nosedive. There was no room in my father’s lessons with me, his youngest and least experienced child, for soaring like the birds—no wind in the hair, no swooping and circling. We just droned along, my father and me.
- 16 And then, one Saturday afternoon, we didn’t. I don’t remember now exactly what made me understand there was something wrong with the airplane. I think there may have been a jerking sensation that repeated itself over and over. And I think too that there was a huge stillness in the air, a silence so enormous that it took me a moment to realize that it was actually the opposite of noise and not noise itself. The silence was there because the engine had stalled. Perhaps the most profound moment of silence occurred when my father realized that it was not going to start again—no matter what he did. We were in the middle of the sky, on a sunny Saturday afternoon over Connecticut, in a plane without an engine.
- 17 I don’t think there was any drop in altitude, not at first. What I noticed was my father’s sudden alertness, as if he had opened a million eyes and ears in every direction. I heard him say something sharp on the airplane’s two-way radio to Stanley down below, and I could hear the crackle of Stanley’s voice coming back. I knew enough not to say very much myself, although my father told friends later that I asked him once, in a conversational way, “Are we going to crash?” And when he told this part of the story, the part where I asked that question, he would laugh.
- 18 I don’t remember being afraid of crashing. In fact, I don’t remember fear at all, but I do remember excitement. At last something different was going to happen! I quickly took the cotton out of my ears because my father was talking. He told me that he was looking for a good place to land. We would have to land, he explained, because the engine wasn’t working, and we could not land at the airport, because we were too far away to get there in time. (*In time for what? I wondered.*) He was looking for an open area to put the plane down in, right below us somewhere. We were now over a wooded hillside, dotted here and there with cow pastures: It would have to be a cow pasture. He spotted one that looked possible and circled down toward it.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

- 19 There was nothing resembling a runway below us and no room to spare. He would have to tip the plane sideways and slip it into the pasture that way, somehow righting it and stopping its movement before it could hit any of the trees at the four edges of the field. We circled lower and lower, barely clearing the treetops, and then he told me to put my head down between my knees.
- 20 “Hold on!” my father said.
- 21 I didn’t see the landing, because my head was down, but I felt it: a tremendous series of bumps, as if we were bouncing on boulders, and then the plane shook and rattled to a stop. Then we took off our seatbelts and opened the doors and got out. I didn’t see any cows in the pasture, but there were a bunch of people coming toward us from the road, and it looked as if one of them might be Stanley from the airport. I was careful to stay clear of the propeller.
- 22 Nobody could figure out how we had landed safely. They had to take the plane apart to get it out of the pasture, a week or more after that Saturday afternoon. But my father and I got a ride back to the airport with Stanley and drove home in plenty of time for dinner. We didn’t talk much on the way home. My father seemed tired, though cheerful, and I was thinking.
- 23 I had found out something about him that afternoon, just by watching him work his way down through the air. I held on to the knowledge tightly afterward, and I still hold it to this day. I learned what flying was for my father and for the other early aviators, what happened to him and why he kept taking us up to try flying ourselves. As we came in through the trees, he was concentrating hard, getting the rudder and the flaps set, trying to put us in the best possible position for a forced landing, but he was doing more than that. He was persuading and coaxing and willing the plane to do what he wanted; he was leaning that airplane, like a bobsled, right down to where it could safely land. He could feel its every movement, just as if it were part of his own body. My father wasn’t flying the airplane, he was being the airplane. That’s how he did it. That’s how he had always done it. Now I knew
-

6. According to paragraphs 18-19 of “Flying, Part II,” why did the author’s father circle the plane over the pasture?
- A. to find a good landing spot
  - B. to cause the animals to leave the area
  - C. to warn people that the plane was landing
  - D. to give the author a better view of the landscape
7. Which sentence best states the main ideas of “Flying, Part I” and “Flying, Part II”?
- A. The author’s father enjoyed sharing his love of flying with his children, and he was a skilled pilot.
  - B. The author’s father hoped his children would become pilots, and he influenced them to try new things.
  - C. The author’s father required his children to pay attention while flying, and he wanted them to follow their dreams.
  - D. The author’s father believed in his ability to fly an airplane, and he taught his children to have confidence in themselves.
8. How are the passages “Flying, Part I” and “Flying, Part II” mainly organized?
- A. by chronological order
  - B. by problem and solution to wrap around
  - C. through cause and effect
  - D. through a series of comparisons
9. Based on paragraph 17 of “Flying, Part 2,” what is the most likely reason the author’s father becomes suddenly more alert?
- A. He is confused by his son’s behavior.
  - B. He is frustrated by his son’s question.
  - C. The situation on the plane requires concentration.
  - D. The events on the plane cause him to become fearful.

**Passage 3:****Reverend Abbott and Those Bloodshot Eyes, Part I***Walter Dean Myers*

- 1 When I was a kid in the late forties, I thought the whole world was like Harlem, full of life and colors and music that spilled out onto the streets for all the people to enjoy. Life was a constant adventure, although some moments were a lot more adventuresome than others. Take, for example, the fight between the kids on our block and Reverend Abbott, our visiting minister. We didn't have anything against Reverend Abbott because he was white, and I don't think he had anything against us because we weren't. In fact, he was probably a good man, and I'm sure he didn't deserve to have so much trouble during his first summer serving the Lord.
- 2 Reverend Robinson, our regular minister, was away for the summer trying to raise money for the church's upstate camp, Rabbit Hollow. That left Reverend Abbott just about in charge, or at least he thought he was. Actually, if Reverend Abbott hadn't tried so hard to help us, things might have been different. Take the time he tried to protect us from Sugar Ray Robinson, the greatest fighter in the world. We used to play a game called Skullies. You drew numbered boxes in the middle of the street and you shot bottle caps or checkers from one number to the other until you became a "killer," and then you knocked out all the other bottle caps. One day, about four of us were really involved in a game of Skullies and didn't notice the long, almost pink Cadillac cruising down the street. The driver of the Caddy was Sugar Ray Robinson, welterweight champion of the world. In those days, a lot of athletes either lived in or hung out in Harlem. Sugar Ray would often come around and play with the kids, the same way that Willie Mays, the baseball allstar, did when he came to New York.
- 3 OK, so Sugar Ray yelled at us, asking why we were blocking his car. Then he got out and challenged us to a fight. Now, we knew that Sugar Ray Robinson was the welterweight champion and would not hurt any of us, but Reverend Abbott didn't know anything of the sort. All he saw was a man getting out of his car and challenging the kids. He came out yelling at Sugar Ray and telling him that he had better get back into his car. Sugar Ray took one look at the tall, thin man in front of him, shook his head, and got back into his Caddy.

- 4 We tried to explain to Reverend Abbott that you didn't jump up into the face of Sugar Ray, but he didn't seem to get it. He just kept insisting that fighting was wrong and that we should learn to turn the other cheek. It was clear to us that the good reverend was trying to mess things up for us.
- 5 Being a kid in Harlem wasn't the easiest way to live. We didn't have much of a crime problem in those days, but we did have to worry about the Window Watchers and the Root Ladies. We certainly didn't need anybody else to look out for.
- 6 The Window Watchers were the biggest pain because there were more of them. They were the women who used to bring their pillows to the windows and watch what was happening on the block. Sometimes they would talk to each other from the windows, or order up collard greens from the vegetable man who brought his truck around in the afternoons. But mostly, they would watch what was going on and report to your mother if you did anything they considered wrong.
- 7 I remember one time Johnny Lightbourne threw a candy wrapper on the sidewalk in front of the church. A Window Watcher spotted him from the fourth floor and called down to another Watcher on the first floor. Johnny's mother knew about it before he got home.
- 8 This was bad, but the Root Ladies were worse. The thing was, you didn't mess with Root Ladies. Not that you actually believed that they could do anything with their roots and candles and mumbo jumbo, but there was no use taking chances. When you went over to La Marketa, you saw them sitting with rows of colored candles and twisted little roots that Fat Butch said looked like dried-up shrunken people, and you saw that they looked a little strange, and you crossed the street. No big deal—unless somebody threw a snowball at one of them and they looked at you with the evil eye. All you had to do if a Root Lady gave you the evil eye was to hold up a mirror and shine it back at her.
- 9 You had to know how to protect yourself when you were a kid. In a cigar box in my closet, I kept a small mirror for Root Ladies, a crucifix for vampires, and a ground-up peach pit to throw on dogs with purple tongues.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

- 10 You also had to know some of the rules. You didn't play handball against a Root Lady's house, walk in her shadow, or bring a broom near her. If you followed the rules, you didn't have to worry—even if she could make her eyes glow and send them out at night to get you just when you were about ready to fall asleep.
- 11 What the Watchers and the Root Ladies did like was that all of the kids in the neighborhood went to church. In fact, most of our lives were centered around the church. I started Sunday school at about four and received my first book, *Stories for Every Day of the Year*, as a prize in the Tots Parade when I was five. In the summers, we went to Bible school, which was more like a summer camp than a religious school. Every kid in the neighborhood had made a wallet in Bible school.
- 12 We also learned to play basketball in the church gym. The ceiling in the gym was low and you could tell who played ball in our church because they had flat jump shots. The church also had dances for teenagers, and that really seemed to upset Reverend Abbott.
- 13 The dances had chaperones who carried fans advertising local funeral parlors. The chaperones would go through the crowd and put the fans between the couples dancing and tell them to “make room for the Holy Ghost.”
- 14 When Reverend Abbott saw his first dance and the thirteen-and-up crowd doing their thing, he was upset. There was no room for such goings-on in the Presbyterian church. So he made an announcement that there would be no more dances while he was in charge. What he wanted to do was to substitute relay races and Bible quizzes for the dances. We didn't have MTV in those days, or video game arcades, and the dances were about our only social event. Somebody suggested a compromise: We would have relay races and square dancing. Reverend Abbott was pleased.
- 15 The next Friday was the first square dance. The chaperones stayed on the small stage and looked on approvingly. Then Reverend Abbott went to his study, and somebody put on a mambo record. It was hard to tell exactly who had put on the mambo record because it went on a second after the lights went out. The chaperones, mostly mothers and big sisters, immediately started for the light switches. They weren't that upset. But when Reverend Abbott opened the door and saw a host of healthy young bodies swinging to a frantic Latin beat in the eerie dimness of the red emergency lights,

he was beside himself. The names of all the teenagers present were taken and their parents were notified the next morning by a committee of church ladies.

16 OK, so Reverend Abbott wanted a fight. We decided to give him one.

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10. Based on “Reverend Abbott and Those Bloodshot Eyes, Part I,” what does the word *compromise* mean in paragraph 14?
- A. an answer to a question
  - B. a decision that requires action
  - C. a new way of thinking about the past
  - D. an agreement that settles differences
11. Based on “Reverend Abbott and Those Bloodshot Eyes, Part I,” how do the teenagers most likely feel when the minister wants to cancel the dances?
- A. excited
  - B. confused
  - C. concerned
  - D. disappointed
12. Based on “Reverend Abbott and Those Bloodshot Eyes, Part I,” which word best describes the Window Watchers?
- A. lazy
  - B. nosy
  - C. bored
  - D. lonely

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

13. Based on “Reverend Abbott and Those Bloodshot Eyes, Part I,” why did Reverend Abbott become the minister of the church?
- A. The previous minister was doing a poor job.
  - B. The previous minister went away for the summer.
  - C. The church members wanted him to plan events for the children.
  - D. The church members believed he was the best choice to lead them.
14. Which word best describes the tone of paragraph 5 of the story?
- A. calm
  - B. proud
  - C. playful/joking
  - D. hopeful

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### Passage 4:

### Reverend Abbott and Those Bloodshot Eyes, Part II

*Walter Dean Myers*

- 17 We had had young ministers like Reverend Abbott before. They would work for a few months in the church, then go on to another area or, if they were lucky, to their own church. We found out that Reverend Abbott was scheduled to give his first sermon on the second Sunday after breaking up our dance.
- 18 We also found out that there was going to be an important funeral in the church later that same day. Sam Johnson, the numbers man and Bar-B-Que King of Eighth Avenue, had died. Mr. Johnson was famous for his girth, his gold tooth, his promptness in paying off when you hit the number, and his barbecue sauce. It was rumored that his funeral would be attended by every big-time gangster in Harlem. There would even be, the story went, some Italian gangsters from East Harlem coming over.

- 19 So Reverend Abbott was going to have not one but two chances to show his stuff: He would give the morning sermon at 9:30 and then conduct the funeral at 12:00. He wanted to get them both right. Several sisters said that whenever they passed the minister's study, he was either sweating over his message or down on his knees, praying. It was to be his big day.
- 20 It was going to be our big day too.
- 21 The kids were divided into two groups—the “littles,” of which I was one, and the teenagers. It was the teenagers who came up with the plan to undermine Reverend Abbott. But the littles were part of the plot.
- 22 Sunday school started in our church at 8:00 and was over at 8:45. At 9:15, the recorded caroling bells would start, calling all the worshipers to Sunday morning service.
- 23 At 9:00, Reverend Abbott was in his study, making last-minute changes in his sermon. Girls with ribbons on their braids and Vaseline rubbed into their faces and knees were out in front of the church. Some of the boys were planning to go to the West End Theater, which was showing three features and a serial. But some of the littles knew what was going to happen, and one of them had already sneaked upstairs and found out that it was Mrs. Davis who was going to put on the record that would summon everyone to church. Her favorite hymn was “What a Friend We Have in Jesus,” and its version of recorded bells sounded very nice. The little who discovered Mrs. Davis in the sound room went out and relayed the message to the big kids.
- 24 At three minutes to nine, the telephone on the first floor rang. There was a breathless voice on the wire: an urgent message for Mrs. Davis. Mrs. Davis was a pillar of the church. A tall woman with broad shoulders, a wide, dark face, and eyes that turned up ever so slightly, she had been one of its earliest members. Now she was being called downstairs with the word emergency ringing in her ears.
- 25 Emergencies in those days did not mean that your cat was in a tree or your car had a flat. An emergency in Harlem meant one of two things, either a death in the family or a fire.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

- 26 Mrs. Davis rushed from the sound room, grasping the railings heavily as she made her way down the stairs toward the first floor telephone. The sound of her feet on the steps could be heard all the way down the hall.
- 27 Much to her surprise, there was no one on the phone when she answered it.
- 28 The sneakers on the teenager who ran into the sound room could hardly be heard. The record on the player was removed and another put in its place. The volume was turned up slightly. The door was closed and a padlock was put in place—not, mind you, the same padlock that was usually there and for which Mrs. Davis still held the key in her hands.
- 29 Then the teenager disappeared on his sneakered feet, down the stairs and out the side door onto 122nd Street.
- 30 The record could be heard all over the neighborhood.
- 31 “OOOOOOEE! DON’T ROLL YOUR BLOODSHOT EYES AT ME!”
- 32 Heads turned, mouths dropped opened, eyes widened. People couldn’t believe what they were hearing!
- 33 The lyrics were less than elegant. The song, about a man who had been out all night carousing and whose eyes are bloodshot in the morning, wasn’t that original. But coming from the church sound system, amplified for the glory of God and the amusement of the entire neighborhood, it would long be remembered.
- 34 Reverend Abbott himself flew up the stairs, two at a time, sweat popping off his brow, only to find the heavy door hopelessly locked.
- 35 Mrs. Davis followed to find him banging on the padlock with his fist. She took a look, saw the padlock had been changed, and turned and rushed back down the stairs in search of the church janitor.

- 36 The record played over and over until the janitor was located and the lock broken. By the time the record was removed and the proper one put on in its place, the entire church was in an uproar. Some people were upset, and others suppressed smiles. We littles went into the back alley and told each other what records we would have put on if we had had the chance. We also stuck our fingers with a pin and swore in blood that we wouldn't tell who had done it, even though only a few of us knew which teenager had actually been in the sound room.
- 37 Reverend Abbott started his sermon by talking about how some people didn't realize how lucky they were to have a nice church like ours. Then he tried to get into his regular sermon, which was about all the work that Noah put in when he built the ark and why we should all work for God. But he was so nervous that he forgot most of it.
- 38 The funeral went a lot better. Because Fat Butch's mama was Sam Johnson's goddaughter, he had to go to the funeral with her. He said that Reverend Abbott went on about how it wasn't always easy to tell a good man from a bad man and how we shouldn't judge people without seeing their true hearts. All the gangsters at the funeral liked this a lot and one even cried.
- 39 The next Sunday, Reverend Abbott put two teenagers in charge of making sure the right record was on, which stopped all the hopes of the littles that "Open the Door, Richard" would call the faithful to church.
- 40 On Reverend Abbott's last Sunday, he thanked the congregation and said that he thought he was ready to face any challenge that God might put before him. He was probably right.
-

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.1**  
CONTINUED

ASSESSMENT

15. Based on “Reverend. Abbott and Those Bloodshot Eyes, Part II,” how does the minister most likely feel when the teenagers play music on the intercom?
- A. worried and tired
  - B. bored and frustrated
  - C. lonely and confused
  - D. upset and embarrassed
16. In “Reverend Abbott and Those Bloodshot Eyes,” the main conflict in the story is between which two groups of people?
- A. children and adults
  - B. ministers and athletes
  - C. young toddlers and older teenagers
  - D. community members and church members
17. What is the relationship between Part I and Part II of “Reverend Abbott and Those Bloodshot Eyes”?
- A. Part 1 introduces the conflict between the children and the minister, and Part 2 develops the conflict.
  - B. Part 1 describes the characters who live in the neighborhood, and Part 2 explains the jobs those people perform at church.
  - C. Part 1 provides background information on the minister, and Part 2 explains how hard the minister works to care for the children.
  - D. Part 1 explains the importance of the setting to the community members, and Part 2 explains how those people work to take care of their community.
18. Which word best describes the behavior of the teenagers toward the minister?
- A. caring
  - B. selfish
  - C. respectful
  - D. mischievous

19. Based on “Reverend Abbott and Those Bloodshot Eyes,” explain how the narrator feels about his community. Support your answer with details from the story.

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20. How does the narrator’s point of view influence how events are described?
- A. Since the narrator is a child, he is pleased with the actions of the teenagers, while the adults are not.
  - B. Since the narrator is a church member, he understands the behavior of the minister, while the community members do not.
  - C. Since the narrator is a fun-loving person, he enjoys the activities at church more than the other participants.
  - D. Since the narrator is a respectful person, he treats old people more kindly than the other children.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grade 5 Middle-of-Year Assessment Summary

### Reading Comprehension Assessment

| Score Required to Meet Benchmark of 80% | Student Score |
|-----------------------------------------|---------------|
| 16/20                                   | _____/20      |

### Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

### Other Notes:

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

# Fluency Assessment Scoring Sheet

|       |             |                                    |
|-------|-------------|------------------------------------|
|       | <div></div> | Words Read in One Minute           |
| —     | <div></div> | Uncorrected Mistakes in One Minute |
| <hr/> |             |                                    |
|       | <div></div> | W.C.P.M.                           |

| Percentile                                   | Spring Grade 5<br>W.C.P.M. |
|----------------------------------------------|----------------------------|
| 90                                           | 194                        |
| 75                                           | 168                        |
| 50                                           | 139                        |
| 25                                           | 109                        |
| 10                                           | 83                         |
| Comprehension Questions Total Correct ____/4 |                            |

|                                                     |
|-----------------------------------------------------|
| <b>Benchmark Fluency:</b><br>Percentile 50 or above |
| <b>Student Fluency:</b> _____                       |
| <b>Benchmark Comprehension:</b><br>3/4 Questions    |
| <b>Student Comprehension:</b> ____/4 Questions      |

NAME: \_\_\_\_\_

**A.3**

ASSESSMENT

DATE: \_\_\_\_\_

## Middle-of-Year Grammar Assessment

*Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

1. Underline the subject and circle the predicate in the following two sentences.
  - A. Grandma and Grandpa loved to tell stories about the days before the Internet.
  - B. A fish riding a bicycle is an unusual sight.
2. Indicate whether the following sentence fragments are subjects or predicates. Then add the missing part to form a complete sentence.

**Example:** Fragment: came in second place in the relay race.

The fragment is a: subject predicate

Full sentence: My team came in second place in the relay race.

A. Fragment: All the nurses

The fragment is a: subject      predicate

Full sentence: \_\_\_\_\_

B. Fragment: Don Quixote and Sancho

The fragment is a: subject      predicate

Full sentence: \_\_\_\_\_

C. Fragment: always spreads rumors.

The fragment is a: subject      predicate

Full sentence: \_\_\_\_\_

3. Rewrite the following run-on sentences as two complete sentences.

A. Native Americans first settled California later it was claimed by the Spanish Empire.

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B. Last summer I visited Mount Rushmore this summer I will visit the Alamo.

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4. Read each pair of sentences. If the information in the two sentences is similar, rewrite the sentences using one of the words or phrases that compare. If the information in the two sentences is different, rewrite the sentences using one of the words or phrases that contrast.

| Words and Phrases that Compare                                          | Word and Phrases that Contrast                                                            |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| similarly<br>likewise<br>in the same way<br>just as<br>resemble<br>also | however<br>in contrast<br>alternatively<br>whereas<br>instead<br>on the other hand<br>but |

A. When I was young, I only ate pasta. Now I'm interested in trying all kinds of new food.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

- B. Cesar is excited about starting middle school. Stephanie is excited about starting high school.

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- C. My sister loves to watch the summer Olympic Games. My brother is only interested in the winter Olympics.

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- D. My father only roots for California baseball teams. I only root for California baseball teams.

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5. Underline the action verbs and circle the linking verbs in the following sentences

- A. Ms. Kessler reads to us three times a week. She is my favorite teacher.
- B. Christopher was shorter than his father. Then he grew six inches. Now he is almost as tall as his father.
- C. My friends and I were excited for summer vacation. We planned to swim every day.
- D. I made a card for my mother so that I will be ready for her birthday.

6. **Part A:** Write a sentence using an action verb.

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**Part B:** Write a sentence using a linking verb.

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7. Use the information in the *Subject* and *Verb* columns of the following chart to fill in the *Agreement in the Present Tense* column so that the subject and verb are in agreement in the present tense. An example is provided.

| Subject      | Verb       | Agreement in the Present Tense |
|--------------|------------|--------------------------------|
| they         | to be      | they are                       |
| the brothers | to explore |                                |
| she          | to dance   |                                |
| we           | to study   |                                |
| the yard     | to be      |                                |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8. Write a sentence using one of the subject-verb combinations you created in Question 7.

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9. Write sentences that include the following items in a series. Be sure to use commas correctly.

A. salt pepper sugar

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B. Tom Jose Cody

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10. Use the information in the *Subject* and *Verb* columns of the following chart to fill in the *Agreement in the Past Tense* column so that the subject and verb are in agreement in the past tense. An example is provided.

| <b>Subject</b> | <b>Verb</b> | <b>Agreement in the Past Tense</b> |
|----------------|-------------|------------------------------------|
| my friends     | to play     | my friends played                  |
| Sancho         | to follow   |                                    |
| she            | to be       |                                    |
| we             | to be       |                                    |
| the flag       | to be       |                                    |

11. Write a sentence using one of the subject-verb combinations you created in Question 10.

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12. Circle the prepositions and underline the prepositional phrases in the following sentences.

- A. Living in the city can be fun.
- B. My dad wakes up before anyone else.
- C. Her favorite hiding place is behind the sofa.
- D. She shared secrets with her brother.
- E. Ms. O'Donnell began her lesson after the bell rang.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13. Choose the preposition from the word box that best completes each of the following sentences. Then circle the function of the preposition (place, time, or partner) below the sentence. An example is provided.

|      |      |     |    |
|------|------|-----|----|
| with | from | her | in |
|------|------|-----|----|

**Example:**

I ran away from home, but not for long.

place time partner

- A. I have band rehearsal \_\_\_\_\_ school today.

place time partner

- B. The salesman put the shoes \_\_\_\_\_ the box.

place time partner

- C. I always sit \_\_\_\_\_ my friend on the school bus.

place time partner

14. Write sentences using the following correlative conjunctions.

either/or

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both/and

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15. Underline the interjection in each sentence. Then write the type of interjection (*strong* or *mild*) on the line that follows.

A. Oh, I seem to have misplaced my pencil.

Type: \_\_\_\_\_

B. Wait! There's a shark in the pool.

Type: \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Middle-of-Year Morphology Assessment

*Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

1. Choose and write the word that best completes the following sentences.

These one-of-a-kind earrings are handmade and \_\_\_\_\_.

- A. replaceable
- B. irreplaceable
- C. responsible
- D. irresponsible

The time Javier spent working on his handwriting paid off when his teacher told him his school work was \_\_\_\_\_ and a pleasure to read.

- A. regular
- B. irregular
- C. legible
- D. illegible

2. Choose one of the following word pairs and write sentences using each word.

|                      |                        |
|----------------------|------------------------|
| action interaction   | national international |
| section intersection | personal interpersonal |

First sentence:

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Second sentence:

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3. **Part A.** What does the root *tract* mean?

- A. to pull or draw out
- B. to push in
- C. to empty
- D. to protect

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Part B.** Choose and write the word that best completes the following sentence.

The cloudy weather did not \_\_\_\_\_ from the beautiful view of the valley.

- A. attract
- B. extract
- C. tractor
- D. detract

4. Choose and write the word that best completes the following sentences.

empty   emptiness   bright   brightness   drowsy   drowsiness   steady   steadiness

- A. When I saw how \_\_\_\_\_ the morning was, I decided to wear my sunglasses.
- B. After all the furniture was removed, the \_\_\_\_\_ of the house made Jin feel sad.
- C. My \_\_\_\_\_ caused me to yawn and put my head down.
- D. Dr. McWilliam's \_\_\_\_\_ hand helps him to be a good surgeon.

5. **Part A.** Choose a word with a root that means “to empty.”

- A. attract
- B. irresponsible
- C. encircle
- D. evacuate

**Part B.** Write a sentence using the word you chose in Part A.

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6. **Part A.** Add the prefix *im-* to the word *patient* to change the meaning of the word. Then write a sentence using the new word.

**patient–adj.,** able to remain calm while waiting

new word: \_\_\_\_\_

sentence using new word:

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**Part B.** Add the prefix *in-* to the word *audible* . Then define the new word

**audible–adj.** able to be heard

new word: \_\_\_\_\_

sentence using new word:

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7. If a construction worker excavates a piece of land, what does the construction worker do?
- A. He builds on the land.
  - B. He takes away dirt from the land.
  - C. He adds dirt to the land.
  - D. He pours cement on the land.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8. Which word has a root that means “to save” or “to protect”?
- A. extract
  - B. evacuate
  - C. servant
  - D. biography
9. Choose and write in the word that best completes the following sentences.
- A. The cloudy weather did not \_\_\_\_\_ from the beautiful view of the valley.  
attract, extract, tractor, detract
  - B. Unjust laws might \_\_\_\_\_ the citizens.  
rage, enrage, force, enforce
  - C. Mountain climbing without the proper equipment placed Whitney  
in great \_\_\_\_\_.  
courage, encourage, danger, endanger
10. A word ending with the suffix *ist* most likely describes:
- A. a place or location
  - B. a strong action
  - C. a job or occupation
  - D. a time or era



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.5**

ASSESSMENT

| Word Reading in Isolation Assessment Scoring Sheet |                                                                    |                                                           |                                                        |                                                             |                                                       |
|----------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|
|                                                    | a                                                                  | b                                                         | c                                                      | d                                                           | e                                                     |
| 1                                                  | steady<br>/sted*ee/<br>closed * open                               | asphalt<br>/as*fawlt/<br>closed * digraph                 | oxygen<br>/ox*ij*ən/<br>closed * closed *<br>closed    | dovetail<br>/duv*tael/<br>digraph * digraph                 | birthplace<br>/berth*plaes/<br>r-controlled * digraph |
| 2                                                  | bravo<br>/brov*oe/<br>closed * open                                | washtub<br>/wosh*tub/<br>closed * closed                  | consume<br>/kun*soom/<br>closed * digraph              | delight<br>/də*liet/<br>ə * digraph                         | council<br>/koun*səl/<br>digraph * ə                  |
| 3                                                  | accuse<br>/ə*kuez/<br>ə * digraph                                  | riddle<br>/rid*əl/<br>closed * -le                        | trolley<br>/trol*ee/<br>closed * open                  | scoreboard<br>/skor*bord/<br>r-controlled *<br>r-controlled | cruise<br>/krooz/<br>                                 |
| 4                                                  | marvelous<br>/mar*vəl*us/<br>r-cont. * ə * digraph                 | betrayal<br>/bə*trae*əl/<br>ə * digraph * ə               | freighter<br>/fraet*er/<br>digraph * r-controlled      | floored<br>/flord/<br>                                      | guarantee<br>/gaer*ən*tee/<br>r-cont. * closed * open |
| 5                                                  | blizzard<br>/bliz*erd/<br>closed * r-controlled                    | prairie<br>/praer*ee/<br>r-controlled * open              | concrete<br>/kon*kreet/<br>closed * digraph            | crescent<br>/kres*ent/<br>closed * closed                   | bowful<br>/boel*fəl/<br>digraph * ə                   |
| 6                                                  | breakwater<br>/braek*wot*er/<br>digraph * closed *<br>r-controlled | peachy<br>/peech*ee/<br>digraph * open                    | spiffier<br>/spif*ee*er/<br>closed * open *<br>r-cont. | gherkin<br>/ger*kin/<br>r-controlled * closed               | qualify<br>/quol*if*ie/<br>closed * closed * open     |
| 7                                                  | yearning<br>/yern*ing/<br>r-controlled * closed                    | exercise<br>/ex*er*siez/<br>closed * r-cont. *<br>digraph | loathe<br>/loeth/<br>                                  | ivory<br>/ie*vree/<br>open * open                           | disprove<br>/dis*proov/<br>closed * digraph           |

| Word Reading in Isolation Assessment Scoring Sheet |                                                                                 |                                                              |                                                                                                  |                                                            |                                                                               |
|----------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------|
|                                                    | a                                                                               | b                                                            | c                                                                                                | d                                                          | e                                                                             |
| 8                                                  | audit<br>/aw*dit/<br>digraph * closed                                           | baboon<br>/bab*oon/<br>closed * digraph                      | continue<br>/kun*tin*ue/<br>closed * closed *<br>open                                            | taught<br>/tawt/<br>r-controlled * closed                  | overdue<br>/oe*ver*doo/<br>open * r-cont. *<br>digraph                        |
| 9                                                  | chasm<br>/kaz*əm/<br>closed * closed                                            | human<br>/hue*mən/<br>open * closed                          | pulled<br>/poold/<br>paperboy<br>/pae*per*boi/<br>open * r-cont. *<br>digraph                    | warning<br>/worn*ing/<br>r-controlled * closed             | worthless<br>/werth*les/<br>r-controlled * closed                             |
| 10                                                 | scowl<br>/skoul/<br>avoidance<br>/ə*void*əns/<br>ə * digraph * closed           |                                                              |                                                                                                  | courses<br>/kors*ez/<br>r-controlled * closed              | woodchuck<br>/wood*chuk/<br>digraph * closed                                  |
| 11                                                 | switch<br>/switch/<br>calculate<br>/kal*kue*laet/<br>closed * open *<br>digraph | crumb<br>/krum/<br>mustache<br>/mus*tash/<br>closed * closed | whopper<br>/wop*er/<br>closed * r-controlled<br>partridge<br>/par*trij/<br>r-controlled * closed | sprinkle<br>/spring*kəl/<br>closed * -le<br>sing<br>/sinj/ | knitting<br>/nit*ing/<br>closed * closed<br>assign<br>/ə*sien/<br>ə * digraph |
| 12                                                 |                                                                                 |                                                              |                                                                                                  |                                                            |                                                                               |
| 13                                                 | wriggle<br>/rig*əl/<br>closed * -le                                             | bizarre<br>/biz*ar/<br>closed * r-controlled                 | recommit<br>/ree*kum*it/<br>open * closed *<br>closed                                            | youthful<br>/yooth*fəl/<br>digraph * ə                     | mistletoe<br>/mis*əl*toe/<br>closed * -le * open                              |

## Fluency Assessment - Recording Copy

### Pegasus for a Summer

Michael J. Rosen

- 1 Outside school, I did two things better than most kids (and doing better 13  
probably meant as much to me as it meant to everyone else): swimming 26  
and horseback riding. Yet without a pool or a stable at school, I could never 41  
prove those talents to anyone. But the day camp I attended each summer 54  
provided for both. 57
- 2 Oh, one year, I did compete on a swim team with my best friend Johnny. I 73  
swallowed a teaspoon of honeyenergy before each event with the others in 85  
my relay. All season, my eyes bore racoon rings from the goggles. Ribbons 98  
hung from my bedroom corkboard. But I hated it, hated it just as I hated 113  
every sport that had fathers barking advice from the sidelines, or hotshot 125  
classmates divvying the rest of us into shirts and skins, or coaches always 138  
substituting in their favorite players, and team members who knew every 149  
spiteful name for someone who missed a catch, overshot a goal, slipped out 162  
of bounds, fouled, fumbled, or failed them personally in a zillion ways. 174
- 3 But I didn't give up swimming, as I had baseball, football, and basketball. 187  
(Their seasons were so brief, how could a person master one skill 199  
before everyone switched to the next sport?) And I devoted myself to 211  
horseback riding. 213

4 The whole idea of camp, which represented the whole idea of summer, 225  
hinged on those few hours each week at the camp stable, just as the whole 240  
of the school year merely anticipated the coming summer vacation. At 251  
camp, it was simply me against—no one. It was me with the horse. The two 267  
of us composed the entire team, and we competed with greater opponents 279  
than just other kids. We outmaneuvered gravity, vanquished our separate 289  
fears, and mastered a third language: the wordless communication of touch 300  
and balance. 302

**Word Count:** 302

NAME: \_\_\_\_\_

RESOURCE

DATE: \_\_\_\_\_

## Student Resources

In this section, you will find:

- SR.1—Individual Code Chart
- SR.2—Slide Presentation Rubric
- SR.3—Slide Presentation Editing Checklist



NAME: \_\_\_\_\_

**SR.1**

RESOURCE

DATE: \_\_\_\_\_

**Individual Code Chart****/p/****p**

pot

**pp**

napping

**/b/****b**

bat

**bb**

rubbing

**/t/****t**

top

**tt**

sitting

**ed**

asked

**/d/****d**

dot

**ed**

filled

**dd**

add

**/k/****c**

cat

**k**

kid

**ck**

black

**ch**

school

**cc**

hiccup

**/g/****g**

gift

**gg**

egg

**gu**

guess

**gh**

ghost

**/ch/****ch**

chin

**tch**

itch

**/j/**      g      j      ge      dge      dg  
 gem      jump      fringe      judge      judging

**/f/**      f      ff      ph      gh  
 fit      stuff      phone      tough

**/v/**      v      ve  
 vet      twelve

**/s/**      s      c      ss      ce      se  
 sun      cent      dress      prince      rinse

st      sc  
 whistle      scent

**/z/**      s      z      se      zz      ze  
 dogs      zip      pause      buzz      bronze

**/th/**      th  
 thin

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**/th/**  
th  
them

**/m/**  
m mm mb  
mad swimming thumb

**/n/**  
n nn kn gn  
nut running knock sign

**/ng/**  
ng n  
sing pink

**/r/**  
r rr wr  
red ferret wrist

**/l/**  
l ll  
lip bell

**/h/**  
h  
hot

/w/      w      wh  
wet      when

/y/      y  
yes

/x/      x  
tax

/sh/      sh      ch  
shop      chef

/qu/      qu  
quit

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**SR.1**  
CONTINUED

RESOURCE

/a/   
hat

/i/   
it myth

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/u/   
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/ə/ + /l/   
animal apple travel awful pencil

/ae/

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paper

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ie

cookie

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key

e\_e

Pete

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i

biting

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bite

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try

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tie

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night

/oe/

o

open

o\_e

home

ow

snow

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boat

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unit

u\_e

cute

ue

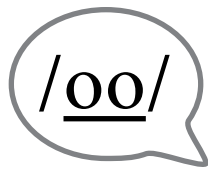
cue

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**SR.1**  
CONTINUED

RESOURCE



oo

soon

u

student

u\_e

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new

ue

blue

ou

soup

ui

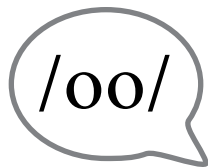
fruit

o

do

o\_e

move

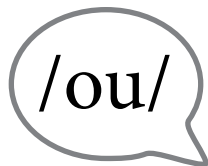


oo

look

u

push



ou

shout

ow

now



oi

oil

oy

toy



au

Paul

aw

paw

al

wall

ough

bought

augh

caught

/ar/

ar

car

/er/

er

her

or

work

ur

hurt

ar

dollar

ir

bird

ear

earth

/or/

or

for

ore

more

ar

war

our

four

oar

roar

oor

door

NAME: \_\_\_\_\_

**SR.2**

RESOURCE

DATE: \_\_\_\_\_

## Slide Presentation Rubric

|                               | <b>Exemplary</b>                                                                                             | <b>Strong</b>                                                                              | <b>Developing</b>                                                                                 | <b>Beginning</b>                                               |
|-------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Introduction</b>           | Topic is clearly stated on introduction slide                                                                | Topic is stated on introduction slide, but could benefit from further revision             | Topic is stated on introduction slide but is unclear                                              | Topic is not stated on introduction slide                      |
|                               | Image(s) carefully selected and effectively arranged to grab the viewer's attention                          | Interesting image(s) included, but arrangement could benefit from revision                 | An image is included, but selection and/or arrangement do not add to or enrich introduction slide | Image not included on introduction slide                       |
|                               | The image(s) and text work together effectively to convey an overview of the topic of the slide presentation | The image(s) and text somewhat work together to convey the topic of the slide presentation | The image(s) and text do not work together to convey the topic of the slide presentation          | Parts of the text or image(s) are missing                      |
| <b>Body</b>                   | The titles on each slide effectively grab the viewer's attention                                             | Some titles on some slides grab the viewer's attention                                     | The titles on each slide do not grab the viewer's attention                                       | Titles are not included on each slide                          |
|                               | The text on each slide clearly relates to the topic                                                          | The text on most slides relates clearly to the topic                                       | The text on the slides relates loosely to the topic                                               | The text on the slides does not relate to the topic            |
|                               | The images clearly support the ideas stated in the text                                                      | Most images clearly support the ideas stated in the text                                   | Only a few images support the ideas stated in the text                                            | The images do not support the ideas stated in the text         |
| <b>Conclusion</b>             | The title on the conclusion slide clearly summarizes the topic                                               | The title on the conclusion slide summarizes the topic                                     | The title on the conclusion slide loosely summarizes the topic                                    | The title on the conclusion slide does not summarize the topic |
|                               | The image clearly contributes to the meaning                                                                 | The image contributes to the meaning                                                       | The image does not contribute to the meaning                                                      | The conclusion slide does not include an image                 |
|                               | The conclusion provides one final, new thought about the topic                                               | The conclusion provides one final thought about the topic                                  | The connection of the final thought to the topic is unclear                                       | No final thought is included                                   |
| <b>Structure of the Piece</b> | All slides follow a logical sequence                                                                         | Most slides follow a logical sequence                                                      | Some slides follow a logical sequence                                                             | Connections between slides are confusing                       |
|                               | All information has been paraphrased                                                                         | Most information has been paraphrased                                                      | Some information has been paraphrased                                                             | Little information has been paraphrased                        |

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Slide Presentation Editing Checklist

| Editing Checklist                                                                                                                           | After checking for each type of edit, place a check here. |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>Meaning (It sounds right when I read it aloud.)</b>                                                                                      |                                                           |
| All my sentences have a subject and predicate.                                                                                              |                                                           |
| I included all the words I wanted to write.                                                                                                 |                                                           |
| I took out repeated words or information.                                                                                                   |                                                           |
| I have checked how long my sentences are and split run-on sentences into two.                                                               |                                                           |
| <b>Format</b>                                                                                                                               |                                                           |
| All my slides have titles.                                                                                                                  |                                                           |
| All my slides have at least one image.                                                                                                      |                                                           |
| I have used bullet points where necessary.                                                                                                  |                                                           |
| All my slides are logically sequenced.                                                                                                      |                                                           |
| <b>Capitals</b>                                                                                                                             |                                                           |
| I began each sentence with a capital letter.                                                                                                |                                                           |
| I used capital letters for all proper nouns.                                                                                                |                                                           |
| <b>Spelling</b>                                                                                                                             |                                                           |
| I have checked the spelling for any words I was unsure of or my teacher marked.                                                             |                                                           |
| <b>Punctuation</b>                                                                                                                          |                                                           |
| I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences. |                                                           |
| I used commas, quotation marks, and apostrophes in places where they belong.                                                                |                                                           |
| The titles in my reference list are underlined or in italics.                                                                               |                                                           |

*Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I remember to watch out for:*

Editing Goal 1: \_\_\_\_\_

Editing Goal 2: \_\_\_\_\_

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Copernican sun-centred (Heliocentric) system of universe showing orbit of earth and planets round the sun, including Jupiter and its moons. Figure on bottom right represents Copernicus. From Andreas Cellarius Harmonia Macroscmica, Amsterdam, 1708. Hand-coloured engraving. / Universal History Archive/ UIG / Bridgeman Images: 83

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